



# NEWS RELEASE

OLD LIVERPOOL ROAD / LIVERPOOL, NEW YORK 13088 / 315 / 457-0440

For Immediate Release;  
Sent November 26, 1968

An African dance performed by Syracuse University graduate student Jeff Zwana is the opening segment of the premier program on WCNY-TV's locally-produced series, "Black on Black: The Afro-American Television Magazine," which will be broadcast bi-monthly beginning December 6 (Friday) at 7:30 p.m.

Made possible through the cooperation of the Urban League of Onondaga County, Inc., the 30-minute programs are produced and hosted by Charles Anderson, Education Director of the Urban League, which granted Anderson release time to do the series. Anderson, who has received undergraduate and graduate degrees in television and speech, has had extensive experience in producing and directing educational television shows in the United States and Africa.

Other segments on the December 6 program will include interviews with Rev. Ernest Boston of Boston Automotive Consultants, Inc. and Thornton Jones, owner-president of Ebony Market; a discussion by two Corcoran High School students, Marsha Witcher and Jeanette Sanders, about the "Syracuse Negroes of Today" and slavery in New York State; and a commentary on "The Teaching of Black History" by Ron Walkers, Professor of Political Science at the Maxwell School of Citizenship at Syracuse University.

"The objective of the 'Black on Black' series will be to provide a platform for black people to speak directly to other blacks and indirectly to the community at large...about prime concerns of black citizens; and to provide a cultural showcase for black artists, craftsmen, journalists, and entertainers," said Anderson. "In addition, representatives from community organizations representing a broad cross-section of black opinion will be constantly sought for guest commentary and appearances," he added.

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Among the many community organizations which have pledged their continuing support of the "Black on Black" series are the Human Rights Commission, Organization of Organizations, P.E.A.C.E., N.A.A.C.P., Dunbar Center, Urban League, Poor People's Campaign, the Society of Afro-American Students, Community Help Association, Home Town News, Ltd., Alliance for Progress, Debutantes, Syracuse Public School District, Roosevelt Junior High School, Syracuse Neighborhood Health Center, Neighborhood Youth Corporation, Central City Businessmen's Association, Hopps Memorial Church and A.L.E.R.T.

Director for the series is Art Irons. Executive producer is Robert W. Thomas.

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# NEWS RELEASE

OLD LIVERPOOL ROAD / LIVERPOOL, NEW YORK 13088 / 315 / 457-0440

For Immediate Release:  
Sent November 13, 1968

Central New York's public television station, WCNY-TV, Channel 24, today announced the final production plans for a locally-conceived and--produced series entitled "Black on Black: Afro-American Television Magazine, which will have its preview broadcasts on WCNY, Friday, November 15 at 3:30p.m. and 7:30 p.m.

Made possible through the cooperation of the Urban League of Onondaga County, Inc., "Black on Black," which will premiere December 6 (Friday) at 7:30 p.m., is being produced and hosted by Charles Anderson, Education Director of the Urban League, which granted Anderson release time to work on the series. Anderson, who has received undergraduate and graduate degrees in television and speech, has had extensive experience in producing and directing educational television shows in the United States and Africa.

"The objective of the 'Black on Black' series will be to provide a platform for black people to speak directly to other blacks and indirectly to the community at large...about prime concerns of black citizens; and to provide a cultural showcase for black artists, craftsmen, journalists and entertainers," said Anderson. "In addition, representatives from community organizations representing a broad cross-section of black opinion will be constantly sought for guest commentary and appearances," he added.

Arthur Paul, Assistant General Manager for Program Operations at Channel 24, said "a series by and for black community has been in the planning stages for two years but production plans were especially accelerated when the report of the National Advisory Commission on Civil Disorders was released early this year." In that report, said Paul, all facets of the news media

-MORE-

were indicated "for not having shown understanding and appreciation of--and thus having not communicated--a sense of Negro culture, thought, and history. The "Black on Black" programs will seek to challenge this," he added, "by stressing the positive and constructive by searching for a reasonable solution to existing conditions through the improvement of communications between the black minority and white majority and the substitution of fact and informed opinion for fiction and propaganda."

Among the many community organizations which have pledged their continuing support of the "Black on Black" series are the Human Rights Commission, Organization of Organizations, P.E.A.C.E., N.A.A.C.P., Dunbar Center, Urban League, Poor Peoples' Campaign, the Society of Afro-American Students, Community Help Association, The Liberated Voice, Home Town News, Ltd., Alliance for Progress, Debutantes, Syracuse Public School District, Roosevelt Junior High School, Syracuse Neighborhood Health Center, Neighborhood Youth Corporation, Central City Businessmen's Association, Hopps Memorial Church and A.L.E.R.T.

The preview program of the "Black on Black" series will include a film on the Dunbar Center Summer Camp at Bradley Brook, with an interview of Reginald Gary, Executive Director of the Center. In addition, there will be a look at the community calendar; a brief film segment on the opening of the newly-established Texaco station--a cooperative business venture by the black community--which was attended by Mayor Walsh, County Executive John Mulroy, and Congressman James M. Hanley; interviews with Thornton Jones owner of the Ebony Market, and Dave McDonald, Director of Employment for the Urban League, on the role of the black businessman; and a short film featuring a poetry reading by Elinor Russell.

The "Black on Black" series will be produced on a continuing basis and will be broadcast, beginning December 6, on alternate Fridays at 7:30 p.m.

Director for the series is Art Irons, and executive producer is Robert W. Thomas.



# Modesto Junior College

MODESTO, CALIFORNIA 95350 • TELEPHONE 524-1451, AREA 209

YOSEMITE  
JUNIOR COLLEGE  
DISTRICT

November 13, 1968

*Pat -  
do you have a copy?  
Grant*

National Association of Educational Broadcasters  
1346 Connecticut Avenue, N.W.  
Washington, D. C. 20036

Gentlemen:

It is our understanding that the National Association of Educational Broadcasters sponsored a conference on the application of communication technology to the problems of rural deprivation on May 6 through May 9, 1968, in St. Louis, Missouri. We would appreciate receiving two copies of the proceedings of the meetings focusing on education for the disadvantaged, methods for dealing with the geographical affect on equal opportunity in education, and the more appropriate use of educational technology in dealing with society's problems, if these are available.

Thank you for your assistance in this matter.

Very truly yours,

*Patricia C. Hertert*

Dr. Patricia C. Hertert  
Instructional Resources Consultant

PCH:dea

*N/A answered 11/26*

*No report, per se,*

*was even done out*

*that meeting. Suggest  
they contact dea -  
R. Hodges for details*



# NEWS RELEASE

OLD LIVERPOOL ROAD / LIVERPOOL, NEW YORK 13088 / 315 / 457-0440

*Masland*

BLACK ON BLACK TV SERIES  
ANNOUNCED BY WCNY-TV, SYRACUSE

For Immediate Release  
Sent November 12, 1968

WCNY-TV, Syracuse, the public television station serving Central New York, announced plans to broadcast a new locally-produced bi-monthly series designed to serve as a vehicle for expression by and for the black community in Syracuse.

Black on Black: Afro-American Television Magazine, was introduced to the community at a special screening for the ETV Council's Board of Trustees Community Programming Committee and an invited audience of community leaders. The previous program was also previewed over Channel 24 to the community at large this week. (Week of Nov. 11, 1968).

The premiere program in the series which has been almost two years in the planning and development stages, will be broadcast December 6 at 7:30 P.M. and will be seen every other Friday at 7:30 P.M. and repeated for in-school audiences on Tuesday at 12 noon and Thursday at 12:30 P.M.

Arthur Paul, Assistant General Manager for Program Operations, said the objectives of the series are: to reach all Negroes in the Syracuse metropolitan area, but especially the youth and those in the low income brackets; to rely upon the Negro community, local and national, as a talent resource; to provide a platform for Negroes to speak directly to other Negroes and indirectly to the community at large, via television, about prime concerns of the Negro citizens, with maximum freedom from restraint, other than those of good taste and responsible comment.

Black on Black, by providing information and methods for self-improvement and assertion, is also designed to confront and improve the realities of life within the Negro neighborhoods as well as examining relationships between the Negro and White community. The series will provide an opportunity for lower-income Negroes to relate constructively to Negro leaders, and will strive to give the youth especially, strong, positive figures to admire and emulate

-MORE-

Black on Black will also provide a cultural showcase for: Negro artists, craftsmen, journalists, and others.

Charles Anderson, who is education director for the Syracuse Urban League, has been given release time to produce the Black on Black series, as well as acting as host. A radio-television graduate, Anderson has considerable experience in producing television information programs in the U.S. and Africa. "To add diversity to the series, black presidents and/or directors of community organizations representing a broad cross section of black opinion, will be constantly sought out for guest editorials and appearances," Anderson said. "Our series will seek to present to the over-all public the problems, aspirations, objectives and accomplishments which predominate in the black community," he said.

To accomplish its multiple purpose, Black on Black is designed as a magazine format series with some continuing elements. It will feature a regular host with local guests, artists, and officials as well as occasional national and international visitors. As often as possible, interviews and features are to be filmed on location in the Negro neighborhoods using the station's mobile unit or film crews. Occasionally, a locally produced documentary may be shown to dramatize or illustrate subjects or issues under consideration.

Negro leaders, journalists, and spokesmen representing a broad cross section of black opinion will be constantly sought for guest commentaries appropriate to local events, stimulating community discussion and deliberation.

Whatever the focus, Black on Black programs will tend to stress the positive, the constructive; seeking the reasonable solution to existing conditions; improved communications between the black minority and white majority; substitution of fact and informed opinion for fiction and propaganda; to expose rumors, misinformation and misunderstandings; the creation and development of leadership qualities and "legitimization" of the "natural" neighborhood leader; and providing for the purposeful involvement of black people behind and in front of Black on Black cameras.

Thomas Petry, President and General Manager of WCNY-TV, pointed out that while many other ETV stations around the country had already undertaken similar programming, he wanted to acknowledge that the Channel 24 staff working together with almost every neighborhood and institutional group dealing with human relations and urban problems, had been preparing the new series for almost two years.



While emphasizing the need for this special series, Petry added that Channel 24 would continue to build on its continuing "integrated" attention to urban problems and human relations. "WCNY-TV is not suddenly 'going black.' We have always had black hosts, panelists, audience participants, and guest personalities on local productions such as Mohammed Ali, author John H. Williams, Jet magazine editor Robert Johnson, Justice Department's Ben Holman, State Human Rights Commissioner Robert J. Mangum, and many others." When you add in NET's Black Journal and the many other EEN and NET documentaries and information programs that Channel 24 has presented together with its local productions, the station has already established a record of continuing prime time exposure to the black dilemma facing our society and to black talent and opinion. "Nevertheless," Petry added, "we hope this series is in fact, going to be something more personal, less didactic, and more productive for the local black community. It will be their program and not our idea of what may be good for them."

Paul introduced the closed circuit screening by citing the Koerner Commission's recommendations to the media and by referring to Ben Holman's (Assistant Director for Media Relations, Community Relations Service, U.S. Department of Justice) specific recommendations: "the problems of the ghetto are past the point of occasional special programming, they demand probing week in and week out by all broadcasters as 'routine' programming."

Representatives from area public and private schools requested that the series also be scheduled for in-school use by teachers and high school pupils. "This is exactly the kind of program that our teachers are begging for, the kind of information and concept that the white teacher just can't provide," said Dr. Franklyn S. Barry, Superintendent of Syracuse City Schools.

Petry explained that the special group sessions would be organized in neighborhood schools, centers, churches, or libraries. "We've literally got to build an audience from nothing; special promotional techniques will be needed; every black organization and group will be asked to help spread the word."

Some of the dominant themes discussed for the series are black dignity; constructive black economic and political power; black education, business and jobs, culture and aspirations.

Foundation and other underwriting for the series has not been secured and the series is being produced through the use of limited general production funds with the production assistance of the Syracuse Urban League.



The preview program included film segments about the Dunbar Center's Afro-American Heritage Summer Camp program at Bradley Brook, and the recently opened cooperative Texaco service station, owned and operated by members of the black community. The black businessman, his role in the community and his problems was examined through interviews with Thornton Jones, owner of Ebony Market and Dave McDonald, Director of Employment for the Urban League. Reginald Gary, Executive Director of the Dunbar Center appeared before the Black on Black cameras, as did Elinor Russell, a local student actress, who presented a poetry-dance reading. A community calendar and preview of things to come rounded out the preview program.

####

ETS LETTERHEAD

Twelfth Report on Programming for the Disadvantaged

*Grant Masland*

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"I am I, and my circumstances."

Ortega y Gasset

CANCION DE LA RAZA (Song of People) - KCET, Los Angeles


is just that: a lament for all the fights, bitterness, and hate of the barrio in East Los Angeles, and barrios all over the world. But it is also a hymn of life and hope for better things to come. The series is about as hard hitting as most soap operas are insipid. Portia never had to face this kind of life.

→ **INSERT ATTACHED**  
This sort of drama does not occur overnight. It takes months of hard work, particularly in rounding up the actors and writers. To live up to the high standards of realism demanded by the format, KCET established an emergency Actors Workshop, hired three professional actors well acquainted with both acting and barrio <sup>life</sup> to guide the group, and plugged into the Mexican-American grapevine. Quickly word got out and the workshop membership grew to 65. From this momentum KCET has acquired the services of many fine actors and the community has a new theatrical company.

Another crash project was the selection of writers for the series. As with the actors, KCET circulated word through the community, as well as the Writers Guild. Twenty-five writers were interviewed, nine were asked to submit scripts, and four were selected; all on the basis that they could portray the reality of the barrio on television.

The first week's (Monday through Friday) episodes deal with a high school walkout, or in the patois, blowout. The older brother of the Ramos family is beaten by the police. At home the question whether ~~to~~ rely on the ethnic folk healer or call an M. D. brings back ugly memories of past ~~past~~ <sup>medical</sup> treatment. Later the mother tries to buy a present for the injured son, but discovers that with interest charged by ghetto merchants it would cost twice as much as normal retail. The boy knows now that the system is leaded against him and walks out, leaving family, and hope behind. Like all "soaps" this one might well go on and on. ~~But unlike its commercial bretheren it has a reason to do so.~~ <sup>(in caps no quotes)</sup> "Cancion de la Raza" is an honest portrayal of a tough life; not a manipulation of middle-class fantasy.

True, ~~to~~ the soap opera format, there are "commercials." On "Cancion de la Raza" these take the form of community service announcements of particular interests to the residents of East Los Angeles.

However, these announcements are not enough. People viewing the program need to know that they are not alone in their hardships and confusion. They need to know that there are answers to the perplexities of urban life. Every Monday night, preceding the daily episode of Cancion, a new program called LINEA ~~ABERTA~~ <sup>EX</sup> (OPEN LINE) allows a group of "experts" from the community to answer questions gathered from viewers during the preceding week. In this manner, KCET hopes to solve problems rather than create more rhetoric. The much touted cliché, "bridges of understanding" should refer to acts not words, if it is to have any valid meaning. 

CONTACT: Ed Moreno, KCET, Los Angeles, Cal.

*Minneapolis -*  
THE RUNNER - KCTA, St. Paul

~~This TV program series produced by and for Indians and~~  
~~hosted by Bruce Baird and Emily Peak, both Chippewa Indians,~~  
~~This 15 minute program~~ *now* is reaching 7,000 to 8,000 Indians in the  
Twin Cities area with news and information about the reservation,  
social agencies, and *employment.* ~~subjects of exclusive interests to this group.~~  
The ~~runner~~ since its beginning 23 weeks ago, *is* ~~has~~ provided *the*  
only link *between social* ~~with different~~ agencies and about 2,000 homeless Indians  
who move frequently within the area, but manage to take their  
television sets with them.

Recent reports indicate that the program, which is aired at  
dinner time every Friday night, is developing to be such a habit,  
that many of the Indians in the area do not plan any events until  
after it is over.

The series is presently financed by the Indians themselves  
chiefly through the Twin City Chippewa Tribal Council, ~~The Council~~  
*who* promoted a sale of lapel buttons which read "Support ~~The~~ Runner".  
Business and industry have also helped. KCTA hopes that with proper  
funding, the Runner may continue and be used on MET (Midwest Edu-  
cational Television) where it could reach an audience of 25,000  
Indians.

Contact: Joseph T. McDermott  
KCTA - ST. Paul, Minn.



YA ES TIEMPO (ITS ABOUT TIME), the name of a recent series of five programs directed at the Spanish in Greater New York, is significant in several ways.

First, it's about time that somebody, somewhere, worked out the formula CAP(JEO) X TV = SA: Which interpreted means, Community Action Program, with the help of the Office of Economic Opportunity, multiplied by television, will result in social action. In this case it is the Community Action Training Institute in Trenton, N.J. that decided to reach into ~~the~~ local barrios ~~of New York~~ with such themes as consumer education, housing problems, education problems, employment opportunities, and the formation of leadership. Once the basic scripts had been put together, ~~all the way~~ most of the TV stations in the New York area were asked for a bid on the production. Low bidder was WNJU-TV, channel 47, a <sup>foreign language</sup> ~~Spanish~~ station ~~located~~ in Newark.

Secondly, its about time that somebody utilized the tele-club format in this country. UNESCO has documented this method of using TV as a catalytic agent in group dynamics in France, India, ~~and~~ Japan, and Ireland. The Community Action Training Institute has now validated its successful application in our urban slums. Specifically, 250 group leaders gathered more than 2,300 people together in their own homes to watch and discuss the telecasts. Five booklets supplementing the programs were distributed. Everything was done in Spanish.

The project involved neighborhood people from beginning to end; they were the actors, they spread the word through the barrios, they provided the script ideas, and they led the groups. While this project totaled only five half-hours (it ran last August and September) the results have been encouraging. So far ten home trainees have started block clubs or tenant clubs. ~~They~~ Others have requested help from their group leaders and from local CAP's.; some asked if ~~they~~ they could be group leaders when the project is repeated; many wrote about their own specific problems in housing, employment, etc. ; all requested more training that might be given in their neighborhoods.

The Institute is aware of the necessity to follow-up what the project began. Training and technical assistance is being provided to the new leaders. What role television will play in this follow-up is uncertain, although ~~XXXXXXXX~~ WNJU-TV, which gave free air time, (7:30-8:00 P.M.) <sup>is all for</sup> ~~wishes to continue~~ with the project.

Community action training beamed to the homes of the poor over local television channels is now a proven and exciting reality. The people have accepted it and demonstrated their commitment. The future development of such projects now depends heavily on television and CAP groups making a commitment. Ya es tiempo !

*Contact: Barry Passett  
New Jersey Community Action  
Training Institute  
Trenton, N. J. P.O. Box 4078*

BERNARDA

(BERNARDA GRABS AMALIA BY THE SHOULDERS  
AND SHAKES HER)

AMALIA, AY MIJO! QUE LE HAN HECHO!  
QUE PASO!? Dime lo que paso! AMALIA!  
WHERE IS DAVID?!

AMALIA

(REGAINING SOME COMPOSURE BUT STILL  
SOBBING)

It was the blow-out, Mama, David and  
a lot of kids tried to walk out of  
the school.

BERNARDA

¿Por que, porque?

AMALIA

Para protestar, Mama, for better  
schools, for better teachers, better  
books -- better everything! And we  
were all walking out and someone  
called the police.

(AMALIA AGAIN STARTS CRYING UNCONTROLLABLY)

BERNARDA

(BERNARDA GRABS HER AND SHAKES HER AGAIN,  
HER VOICE NOW BEGINS TO CRACK AND SHE, TOO,  
BEGINS CRYING)

Amalia...

(LOUDER)

Amalia, que paso? Why did the police  
hit him? Por que?

Start

## AMALIA

For nothing, Mama, we were outside the school and the policemen were trying to move us down the street ... we were trying to get out of their way... but we couldn't and they got David.

(AMALIA GETS PROGRESSIVELY MORE HYSTERICAL)

He tried to get away, Mama, but he couldn't... they were hitting him...

Ay, Mama.

## BERNARDA

(BERNARDA IS NOW CRYING LOUDLY HERSELF, AND HUGGING AMALIA, TRYING TO CONSOLE HER)

My son, my son, what happened to my son? Ay Dios mio, que le paso a mi hijo?

STOP  
(BERNARDA AND AMALIA STAND SOBBING UNCONTROLLABLY IN EACH OTHER'S ARMS. OFFSTAGE THE DOOR OPENS AND CLOSES BUT NEITHER OF THEM ARE AWARE OF IT. ROBERTO ENTERS AND FINDS THE MOTHER AND DAUGHTER SOBBING IN EACH OTHER'S ARMS; HE STANDS THERE SHOCKED FOR A SPLIT-SECOND THEN RUSHES TO CONSOLE THEM)



NATIONAL  
ASSOCIATION OF  
EDUCATIONAL  
BROADCASTERS

INTER-OFFICE MEMORANDUM

TO: Bill Harley

FROM: Ken Clark

DATE: October 11, 1968

Relevant to the film screenings at the YWCA this week, the attached materials describing the Community Film Workshop Council I pass on FYI.

After discussing the subject with Chuck, I called Cliff Frasier Monday of this week to give him some background on the NAEB. I made two suggestions to him:

1. That he try to work through and with management of our member ETV stations around the country re training, funding and possibly exposure of local film workshop efforts. He has a list of our stations and will pursue that route.
2. That he try to attend at least a part of the Convention - an experience that could do more than anything else to focus what our Association is in relation to what he wants to do.

PROJECT SUMMARY REPORT  
"PROGRAMS FOR THE DISADVANTAGED"

by

Ken Clark  
Project Director

October 1968  
NAEB  
Washington, D. C.

## PROJECT SUMMARY REPORT:

### "PROGRAMS FOR THE DISADVANTAGED"

The self-imposed mandate public broadcasting has placed upon itself to invest in minority interests is being met. I think my reports of progress, which at best represents a scant beginning, suggest a professional and personal commitment that daily changes the terrain and sub-strata of public broadcasting in America. We are an industry in motion. We care. We are shouting down a history of indifference, of prejudice, of ignorance. It is clear that black Americans, Mexican-Americans, poor white Americans, American Indians, the urban-disadvantaged and the rural-deprived have a deep pre-occupation with us, the public broadcasters; we have a reciprocal bind to them. We are all joined together in an arena of social change. Our charge: to utilize the personnel and technical resources of the electronic media in every possible way toward a betterment of the human condition.

It is easy to settle in self-congratulations over what has been done, and that is not a small effort. It is more difficult to assess what our failures are through co-mission and omission and gauge what still needs to be done.

Television and radio stations throughout the nation are engaged in programming for, by and about disadvantaged peoples. The semantics of the effort change frequently. "Disadvantaged", "culturally different", "ghetto dwellers", "inner city" and "inner core dwellers" - these are some of the phrases applied to "the people left behind". Basically, we are talking about anyone, of any age, who has been held back from an enriching education, who has been on the receiving end of police over-reaction, who lives in sub-standard housing, who is over-charged for goods and services, who is under-paid for his employment, who has unequal legal protection, who is trapped in the demoralizing encirclement of welfare, who is judged first by racist prerequisites and only second as a Man. We are talking about millions of Americans who look around themselves and know the shuddering reality of not belonging to the abundant land. We are talking about people deprived of their own historical heritage. They are the have-nots in a nation unable to justify their predicament.

An historical glance at our development as a concerned industry shows that Whites talking to Whites about Blacks gave way to Whites talking to Blacks, and then to Blacks talking to Blacks about Blacks. Now the Blacks are talking about the Whites and we've come full circle. But the time for talk and more talk is behind us. Black Americans may still mention "Charlie", but note they no longer address him as "Mister". "The Man" is being fairly met, sized up and acted upon. In this dramatic confrontation, clear in its political-sociological-economic implications, is found the will to do something. That

"something" is not always clearly defined or neatly executed. But the effort is unmistakable. This is action NOW.

Program approaches are many and varied. \* It might be useful to briefly highlight a few station efforts. WBUR-FM, Boston made contact with simmering Roxbury, set up a citizens' committee from the black community, hired three black anchor-men and went on the air with "The Drum" - ninety minutes nightly. The black Bostonians have a voice.

WHA-TV and FM devoted one week of saturation day and night broadcasting to investigate the plight of Milwaukee's inner city poor. That's a lot of air time. The commitment paid off in exciting public service. What does that mean to the blacks of Milwaukee? They credit the series for the passage of Milwaukee's first open housing ordinance.

KLRN, San Antonio-Austin is tackling the Mexican-American's deprivation with "Periobico", a series done in Spanish, primarily on remote in the barrio, by barrio residents - expressing their ideas, their hopes, their demands. KLRN is the catalytic agent giving thousands of people their own medium - for the first time.

WCVE, Richmond is taping a thirty part series of half-hour programs titled "Americans from Africa: A History". It's long overdue.

Ten-watts can make a big sound too. KFJC-FM, Los Altos Hills plans to make day-time weekend programming a minority right. Saturday is for the black community, Sunday for Spanish-speaking Americans.

WBFO, Buffalo has a store front satellite station in operation - in spite of a lack of foundation funds. KBPS, Portland has the city's only phone-in series for black students. WMHT-TV, Schenectady hits hard with a phone-in for adults.

WTHS, Miami shares it's television series' audio track with a local FM outlet. WETA-TV, Washington, D.C. emphasizes jobs as does the South Carolina ETV Center. The Alabama ETV Network programs for the rural Appalachia housewife while WHYI, Philadelphia carries meetings of the School Board live and in angry session.

Small stations, large stations, state and regional networks and the tape networks of NER and ETS/PS, NET and PBL - a variety of program sources and program carriers and program organizations - each with a role to play, each a part of the social action fabric in public broadcasting today.

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\* See Appendix A

NOTE: The initial television report and the addenda were prepared by Dr. Richard J. Meyer with Mr. Chalmers H. Marquis. The third report was prepared by Michael Hobbs.



Some stations have reported difficulty in making meaningful contact with the ghetto. Some stations have said they offer training to minority people and have to go begging for applicants. Some stations say they can't find qualified men and women who are black to write, produce and direct. Some station producers find management still reluctant to make an all-out effort to change traditional thought regarding this new kind of programming. No one says these issues are easily resolved. The brighter aspect is that for every negative there is now a ringing positive to counterbalance. The pendulum is swinging. There is change of telling proportions. Programming and employment and employment practices of the past are daily being negated, altered, or thrown out all together. Public broadcasters across the country are discovering that deep involvement in the black-white confrontation is not only necessary to the health of a viable station operation; it is ethically, morally right - and a whole new audience and talent pool are being secured in the process.

Events that would have seemed surprising even a year ago are proving bonus factors for those stations in the movement. KLRN-TV San Antonio-Austin wanted a black sportscaster for its hard news show. None was available, so the station hired the Dean of Men from a local high school on a part time basis, trained him, and watched him become an articulate and community-applauded sports reporter. The employment of minority people is on an ascending curve.\*

WTHS-TV, Miami needed black youth expertise for its daily half-hour series; the station invited the militant Black Students' Union of the University of Miami to research, write and produce news, history, and other features. The result: a cooperative venture that is providing a rich, innovative viewing experience.

I need not labor this point. Public broadcasting has joined its multiple forces to contribute solutions to the race and poverty problems of America. The research of the past three months amply illustrates this. The question now is simply where do we go from here? There is sufficient evidence from station response to the program reports to indicate this kind of sharing of information must continue.

Item: A particular underlining of public broadcasting's commitment is anticipated in the forthcoming national convention to be held in Washington, D. C., November 20-22, 1968. A number of special interest sessions relating to the topic of this report are planned regarding broadcast radio and television, instructional programs, training and employment and promotion. The central focus will occur on Friday morning, November 22nd at the General Session when an all black panel will discuss "Soul: Does Public Broadcasting Have It?" a panel to be moderated by Dr. Kenneth B. Clark, President, Metropolitan Applied Research Center. At this writing three panelists have given firm

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\* See Appendix B

acceptance: William Grier, M.D., co-author of "Black Rage"; Dr. Nathan Wright, Chairman of the International Conferences of Black Power and author of many books; and The Rev. Jesse Jackson, National Director of SCLC's "Operation Breadbasket". The communication hang-up and what to do about it will be scrutinized. Following the general session, the convention will divide into television and radio special interest workshops to view and listen to extraordinary examples of programs for the disadvantaged, followed by explanations by representatives of the particular producing stations. It is possible that this one morning may be one of the most significant meetings of this or any previous NAEB gathering. It will indicate the social conscience of our industry past and present and, hopefully, will point to the various avenues of programming and employment we intend to explore in the immediate future.

Item: For the first time, the NAEB is hunting funds to provide fifty travel grants to minority peoples who are educational broadcasters - hosts, producers, writers, directors, cameramen, etc. - men and women who might not otherwise come from all over the nation to participate in this convention. They will represent a variety of jobs and the full spectrum of radio and television stations organizational types. We expect the grant-recipients to help continue the dialogue started this summer based on various backgrounds of entry and experience into the industry.

Item: For the future, I would like to propose several specifics that relate to the present project. They are offered in the twin hopes that the individualized work relating to race and poverty will be continued and expanded, and that the general idea of sharing program information can be extended to encompass other areas that are relevant to public broadcasting's side of the electronic fence.

## PROPOSAL

### I. Organization

#### A Personnel

1. Project Director
2. Associate Director
3. Secretary

### II. Implementation

#### A Duties of the Project Director

1. Research and write program reports (explore relevance of combining radio and television information into a single weekly report).

2. Program reports to stress public broadcasting and black America as a first level priority.
3. Other disadvantaged groups will be studied and reported with an emphasis given in proportion to a growing representation in the industry. Spanish-speaking Americans, poor whites, American Indians, Puerto Ricans and special occupational groups (i. e. migrant workers) are understood to be a part of this category.
4. Pursue a continuing study of employment practices regarding minority groups. Initiate and maintain a personnel bank as an aid to member stations seeking minority group employees; this to be coordinated in any useful way with the NAEB Director of the Personnel Service.
5. Inform himself toward becoming a resource man for funding, particularly for smaller projects. If a station is unable to hire a part time teacher or writer, for example, or is unable to produce a pilot for lack of funds, the Project Director should be able to suggest fund sources directly related to the project requirements.
6. Develop a working knowledge of all training and workshop programs currently extant in public broadcasting.
7. Funnel promotional and public relations information of the project to the appropriate NAEB office.
8. Work on experimental aspects of the project.

#### B. Duties of the Associate Director

1. Assist the Director in full implementation of all aspects of the project.
2. Particularly stress development of program idea sharing other than programs for the disadvantaged.

#### C. Other Program Areas

The Project should explore all pertinent program areas beyond the specifics of "programs for the disadvantaged". The need for sharing program information in general is real and immediate. Priorities have to be ascertained; they will continually change. For example, "politics and public broadcasting" would provide a useful and wide-ranging

study this year. Programming for children, "actualities", remotes, satellite stations and foreign language broadcast and student unrest, could clearly be included in an expanded project.

#### D. Experimentation

The success of the National Educational Radio Network public affairs dial-in service suggests the telephone tape concept should be more fully explored to enrich the basic idea-sharing concept of the project.

1. Telephone-tape reports in synopsis could augment the written reports. Any member station should be able to dial a number in Washington, D. C. any time to get a capsule pre-recorded version of the longer written report in print.
2. Telephone-tapes could be used for hard programs as well. "Hot" interviews, special mini-essays, conference-call discussions on topical items should be provided the dial service.
3. Periodic conference calls should be initiated to alert stations to timely information not appropriate to inclusion in the written or dial-in telephone-tape services. For example: News of new HEW fund developments.

#### E. Budget\*

\* \* \* \*

In conclusion I point out that we public broadcasters face a numbing, complex communications obstacle course. The historical non-dialogue between majority-minority interests has been sufficiently labored. We must be concerned now with action, with forward movement, with positivism of unique dimensions. We must inform ourselves through every possible means. The black community is speaking if we'll only listen. We must read "Black Rage" by Dr. William Grier and Dr. Price Cobbs, Dr. Nathan Wright's "Let's Work Together", Eldredge Cleaver's "Soul on Ice", Dr. Kenneth Clark's "Dark Ghetto", the "Autobiography of Malcolm X" - and other work by black writers - read and understand the powerful ideas searing their pages. We must talk to the rural and urban ghettos and help them talk back to us. We must catch up with America 1968, identify her weaknesses and use her strengths to apply the electronic media to immediate solutions.

The way ahead is dark. It is uncertain. It may prove frightening. But we must try the untried, dare the impossible, chart ourselves into the known and the unknown with a conviction that what we are doing is right and

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\* See Appendix C



in certain knowledge that the alternatives of ignorance, prejudice and violence cannot be supported. We must share our technical expertise and our creative abilities with each other and with minority Americans whoever they are, whatever their circumstances. To withhold our best selves invites disaster of shattering prospect not only to our industry, but to our nation. We are embarked upon an historic journey to decency, excellence and hope. To go on we must alter traditional thinking; we must remain objectively committed. There will be times when we discover ourselves as weary, discouraged travellers in an alien land. But that land is, in part alien by our own devising. We dare not, ever again, continue our journey as strangers.



Appendix A

Television and Radio Program Reports

as of

October 17, 1968



EXECUTIVE DIRECTOR  
ROBERT A. MOTT

# National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 Connecticut Avenue N.W. Washington D.C. 20036 Telephone 667-6000

October 11, 1968

Eight Report, Radio Programs for the Disadvantaged  
Ken Clark, Project Director

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"In the area of human relations three common problems face almost all rural Appalachian communities: inadequate education, ineffective communication, and the lack of individual motivation. We have found that educational radio can solve all three problems."

Henry W. Lamb, Jr.  
General Manager, WRHS  
Robbinsville, North Carolina

In 1967 small, isolated Robbinsville, North Carolina was effectively walled in from the rest of Appalachia and from the world. Poverty, illiteracy and natural terrain combined to make communication through broadcasting an impossible dream. But not to Henry W. Lamb, Jr. and Walter Denton, instructors at Robbinsville High School. To them, the idea of education through radio seemed possible and imperative.

An allocation of \$2,000 was made by the Graham County School Board after a carefully researched proposal was presented by Lamb and Denton. It was agreed that Lamb, a music and speech teacher, would handle administration, programming, production and instruction. Denton, an electronics instructor, volunteered to find and/or build the necessary equipment and parts.

Slowly, patiently, the project moved ahead. Twenty percent of the Robbinsville High School Junior class expressed willingness to participate. Eight students were ultimately selected as the first core staff. The small studio was located downstairs in the school's music building in a former "junk" room.

Lamb began working with the program-minded students, drilling the concepts of format, writing, production and delivery. Many of the students had never even seen a radio station, but over a period of time they began to respond, at their own level, as professionals.

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Programs for the Disadvantaged

October 11, 1968

Meanwhile, Denton took on those students designated as engineer-trainees.

Construction was begun. A studio began to take shape, and out of a variety of materials, including some used TV sets, a console and all the companion equipment was assembled and made operational.

WRHS went on the air with an output of between five and ten watts (depending on the atmosphere and humidity). The signal, broadcast over power lines, could go as far as  $7\frac{1}{2}$  miles, using a satellite transmitter.

Student-produced programs, combine with NER offerings to provide a variety of listening experiences.

1. For the elementary grades who listen in their classrooms, programs in languages, art, social studies, science and music have opened new horizons.
2. On the high school level, Henry Lamb suggests: "programs are directed at the prospective college student, and at the four-out-of-five high school students (including dropouts) who do not plan to go to college. Through WRHS, these students listen to representatives of varying vocations discuss the educational requirements, advantages and limitations of their respective fields, or to programs dramatizing the correct way to apply for a job, how to keep it, or how to gain advancement."
3. Educationally deprived adults too are serviced by the small, ambitious station that brings to those who cannot read an increasing number of programs presented in a variety of ways - programs that offer cultural and vocational enrichment historically denied these people before WRHS went on the air.

In the first year of operation, nearly 300 (out of the school's 400 student enrollment) participated one way or another in program production.

The experiment in Robbinsville has been an unqualified success, so much so, in fact, that the station responded to continuing requests for information from other schools by forming Delta Engineering, a

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consulting organization employing students from the high school's Vocational Electronics Department and the WRHS staff. Plans are even underway to establish a high school radio network which will link together a large number of Appalachia schools.

WRHS is now on the air from 7:55 a.m. to 7:15 p.m. Monday through Saturday, pursuing extended education pragmatically and with imagination.

CONTACT: Henry W. Lamb, Jr., General Manager

\* \* \* \*

WDTR-FM, Detroit Public Schools has reported in again. Of particular interest is the fact that Program Director Dorothy F. Patterson got immediate response to the Program Report dated September 27th. Two other stations expressed interest in the Detroit station activities - one asking for information about its workshop program, the other querying the availability of WDTR's "The Negro American" series. This best illustrates the value of program information sharing. We have so much to learn from each other.

WDTR has produced additional segments for its "On Alert" series. First, the station will offer a three part series titled "The Council and the Citizens." Dorothy Patterson reports a need to examine the controversial question of the existing system of electing Detroit's Common Council (now elected from the city-at-large). The system has come under fire in recent years, principally from members of Detroit's black community. Careful investigation of the issues will be treated in three parts: "Proposals for Change," "Representation and Race," and "Political Power and the Negro in Detroit."

The second addition to "On Alert" takes up the controversial issue of black history - commission and omission in American history textbooks. Who has the right to interpret history? Can it be questioned? Changed? This section, titled "Teachers and Textbooks" considers this very real battle that is being waged. An article published by the Michigan State Department of Education, A Report on the Treatment of Minorities in American History Textbooks offers the following position:

"Blacks from various points on the civil rights spectrum have shown uncommon unity in launching attacks on one segment of the education front - the content and selection of textbooks in United States history. The attacks have been singularly effective. Typically, they have sent social studies curriculum experts scurrying into



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the rear areas, looking for publishers with the ammunition to help shore up flagging defenses. The most commonly adopted tactic of the educator-publisher forces have been a combination of holding action, strategic withdrawal, and scorched earth policy."

Publisher policy and professional historian prerogatives notwithstanding, Station WDTR feels further airing of the issues is in order. Consequently, the varying topics of "History and Human Relations," "The Historian Looks at Textbooks," and "History and the High School Teacher" are now on tape, ready for WDTR listeners.

CONTACT: Dorothy F. Patterson, Program Director

\* \* \* \*

WSHA, Shaw University, Raleigh, North Carolina, goes on the air in November of this year. Shaw, with an enrollment of 1030 students (all black but five) has decided to move into the communications field in a carefully designed program of development.

Stage one will see the station begin its initial program service on a five days per week basis, broadcasting from 4:00 to 10:00 p.m.

1. 4:00 - 6:00 will stress news, educational and cultural information for the broad Raleigh audience.
2. 6:00 - 8:00 is planned primarily for the general Shaw University community (faculty and students) and will present a variety of interviews, discussion and history programs.
3. 8:00 - 10:00 will be primarily for the Shaw students - their music, their views etc.

As soon as possible, the program schedule will move out into the Raleigh community, emphasizing materials that have particular interest and relevancy to ghetto residents (i.e. social security, health, problems of the aged etc.)

Stage Two will take place in about two years with the opening of a department of communications that will include rhetoric, speech and hearing as well as broadcasting. A full undergraduate broadcasting major will then be available.

Stage Three brings the training up to the Master's degree level.



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The studios, now located in the Shaw University Library are ambitious and well equipped: three studios, each with its own control room, a music-tape library, an engineering workshop, a newsroom and classroom make up the layout.

Shaw hopes to not only enrich the student experience in the broadest definition of communications, but to train outstanding candidates for future jobs in the broadcasting industry.

CONTACT: Betty Czech, Station Director

## Appendix B

The following list of black Americans and Mexican-Americans represents a small and partial compilation of peoples from minority groups engaged in educational and instructional broadcasting today.

1. Sylvia Rolle - WTHS-TV, Miami. Hostess of daily 1/2 hour "It's Our Bag."
2. Abel Franco - KCET-TV, Los Angeles. Executive Story Editor, "Cancion de la Raza." (drama)
3. Jose Vejar - KCET-TV, Los Angeles. Intern in Public Affairs. Researcher for education specials.
4. James Tilmon - WTTW-TV, Chicago. Host, "Our People."
5. Ralph Proctor - WOED-TV, Pittsburgh. Producer, "Black Horizon."
6. John Tweedle - WTTW-TV, Chicago. Producer, "Our People."
7. Tony Batten - KCED-TV, San Francisco. Former producer, "Black, Blues, Black!" Currently a newsman.
8. Jim Boyd, NET, New York. Former producer-host of WGBH-TV (Boston) "Say, Brother."
9. Sarah Ann Shaw - WGBH-TV, Boston. Reporter-interviewer, "Say, Brother."
10. Ray Richardson - WGBH-TV, Boston. Producer, "Say, Brother."
11. Ellis Haizlip - WNDT-TV, New York. Producer, "Soul!"
12. Reuben Phillips - WNDT-TV, New York. Music Director, "Soul!"
13. Ellwood Berry - WCNY-TV, Syracuse. Co-producer, "Black on Black."
14. Eleanor Russell - WCNY-TV, Syracuse. Co-producer, "Black on Black."
15. Tony Brown - WTVS-TV, Detroit. Producer, "For Whites Only", Co-producer, "CPT" (Colored People's Time".)
16. Gilbert Maddox - WTVS-TV, Detroit. Co-producer, "CPT."
17. Chuck Richardson - WVIZ-TV, Cleveland. Producer, "Black Peoplehood."

18. Jim Terrell - WNTV-TV, Greenville, N.C. Host, "Job Man Caravan."
19. Audrey Harvey - WMHT-TV, Schenectady. Producer-Hostess, "Black Telecon."
20. Jacqueline Tollet - KUHT-TV, Houston. Co-Host, "The Way It Is."
21. Gil Murillo - KLRN-TV, San Antonio-Austin. Associate Producer, "Periobico."
22. Rolando Morales - KLRN-TV, San Antonio-Austin. Director, "Periobico."
23. Charles Akins - KLRN-TV, San Antonio-Austin. Sportscaster.
24. Chuck Holloway - KDPS-FM, Des Moines. Host-interviewer, "Soul Session."
25. Carl Williams - KDPS-FM, Des Moines. Writer-Producer.
26. Jim Reed - KDPS-FM, Des Moines. ITV producer, Des Moines Public Schools.
27. Rev. Walter Hoard - WUWM-FM, Milwaukee. Producer-host, "Blackboard."
28. Guy Colston - WBFO-FM, Buffalo. Writer-Producer-Director.
29. Jimmy Byrd - WBUR-FM, Boston. Anchor man, "The Drum."
30. Chuck Core - WBUR-FM, Boston. Anchor man, "The Drum."
31. Bill Slater - WBUR-FM, Boston. Anchor man, "The Drum."
32. Ida Johnson Hill - WCVE-TV, Richmond. TV Teacher.
33. Victor Webb - San Francisco State College. Associate Professor of Broadcasting and Communication Arts.
34. Myrtle McCall - WITF-TV, Hershey, Pa. Producer, Funding Specialist.
35. Freddy Cunningham - WMSB-TV, East Lansing. Cameraman.
36. Frank Ayres - Michigan State TV Instructional Media Center. Cameraman.
37. Walter Brooks - Maryland Educational Cultural Broadcasting Commission. Executive Producer, Urban Affairs.

## Appendix C

### Salaries

Project Director	\$19,000
Associate Director	17,000
Secretary	<u>7,000</u>
	\$43,000
Social benefits 10%	<u>4,300</u>
Total personnel expense	\$47,300
Travel (75 days & airfare)	6,000
Telephone	3,600
Supplies, including report stock	4,000
Printing and distribution of reports	
52 reports + \$320	16,640
Office space, furniture and equipment	3,600
Administrative overhead	<u>8,100</u>
Annual total	<u><u>\$89,240</u></u>



Before the  
FEDERAL COMMUNICATIONS COMMISSION  
Washington, D.C. 20554

In the Matter of	)	
	)	
Petition for rule making to	)	Docket 18244
require broadcast licensees to	)	RM-1144
show non-discrimination in	)	
their employment practices.	)	

Before the Commission:

COMMENTS OF THE NATIONAL ASSOCIATION  
OF EDUCATIONAL BROADCASTERS

Comes now the National Association of Educational Broadcasters (NAEB) <sup>1/</sup> and, through its attorneys, files its comments in the above proceeding.

1. The NAEB commends the Commission for its forthright policy statement concerning non-discrimination in broadcast employment and programming practices. The NAEB agrees with the Commission that serious public interest questions are raised when a substantial charge is made that a broadcast licensee is deliberately discriminatory in its employment or programming policies and practices. Section VII of the Civil Rights Act of 1964 establishes a national policy against discrimination because of "race, color, religion, sex or national origin" by employers in any industry affecting interstate commerce who employ at least 25 persons, with respect to hiring, discharging or training of employees, and with respect to fixing their terms and conditions of employment. Likewise, Executive Order 11246

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1/ The NAEB is an organization of educational institutions and individuals concerned with the development of educational radio and television. On behalf of its membership, the NAEB has regularly participated in rule-making proceedings before the Commission concerning matters of interest to educational broadcasters and reservations for non-commercial educational use. The NAEB has long supported the Commission's policy to reserve a fair share of the available frequency space for non-commercial educational radio and television use.

proscribes any such discrimination by federal contractors and sub-contractors and recipients of federal financial assistance involving construction contracts. These broad national policies provide firm support for the Commission's statement concerning non-discrimination in the broadcast industry. Moreover, the requirements of the Communications Act, that grants may be made only upon a finding that the "public interest, convenience and necessity" would be served thereby, lend further strength to the Commission's determination that it may not properly ignore patterns of discrimination by broadcast licensees.

2. Therefore, the NAEB believes that it is fitting and proper for the Commission to exhort licensees to avoid discrimination in all aspects of their operations, and to provide appropriate policy guidelines for handling complaints of discriminatory practices. The Commission in its decision has announced that it will handle complaints with respect to employment discrimination where referral to the Equal Employment Opportunities Commission or State and local authorities is not appropriate. Discrimination in licensee programming efforts would be handled directly by the Commission on a case-by-case basis. The NAEB agrees that these are reasonable procedures which are designed to avoid duplication of efforts by agencies with differing functions, to prevent unnecessary burdens on broadcast licensees, and to provide avenues of relief against established discriminatory practices.

3. Included in the Commission's decision is a Notice of Proposed Rule Making to provide for the posting of notices by broadcast employers not covered by the Civil Rights Act, informing job applicants of the equal employment laws and of their rights to seek redress for discriminatory practices. Such a notice would be posted in a prominent place in the employment office. As a matter of principle, it seems difficult to argue that broadcasters not under the Civil Rights

Act should not provide some reasonable assurance of non-discriminatory practices by means of a simple posting requirement. The Commission should not, however, impose any such requirement which amounts to duplication of efforts already under the aegis of other Federal or State agencies. To the extent that the Commission's posting requirement would take into account the posting provisions of other applicable statutes, the NAEB would have no objection to the proposed posting rule.

4. The Commission's Notice of Proposed Rule Making also suggests that a similar notice may be required to be placed in bold type on the employment application, in order to inform the prospective employee that discrimination is prohibited and that any person, with grounds to believe that he or she has been discriminated against, should notify the Federal Communications Commission. The NAEB does not believe that a specific notice on employment application forms is necessary. Some broadcast stations, particularly smaller stations, do not have official application forms. Particularly with respect to educational broadcast stations, the additional requirement of establishing official application forms, or modifying existing forms, could prove a substantial financial burden for stations traditionally faced with extremely tight budgets. The Commission's proposal appears to place an undue importance upon the procedural details of non-discrimination, when the proper focus in all instances should be the actual practices of the station. While responsible broadcasters would not oppose the principles of non-discrimination in hiring situations, there are legitimate reasons why broadcasters, and especially educational broadcasters, could be concerned about the additional burdens of paper-work which Commission proposals of this nature usually generate.

5. For this same reason, the NAEB does not believe that it is necessary to require a specific showing of non-discriminatory practices in applications for a construction permit, and assignment, transfer and renewal applications, as also suggested by the Commission. As the Commission itself has noted in its policy statement, it was of the opinion that a showing of compliance with non-discriminatory standards in a renewal application was no more required than a showing of compliance with the standards of the "fairness" doctrine concerning controversial issues of public importance. Until a specific complaint is brought to its attention, the Commission rightly assumes that a broadcast licensee is fulfilling its public interest obligations. Thus, the standard complaint procedure provides an effective vehicle for the airing of any charges of discriminatory employment or programming practices. In fact, the NAEB believes that the Commission might well consider an expedited procedure for handling such complaints of discrimination, along the lines of its procedures for handling complaints in the area of political broadcasting, in view of the substantial public policies involved.

6. These recommendations are made by the NAEB only because of the burdens that the Commission's proposal may make upon non-commercial educational broadcasters. The NAEB is in agreement with the basic goals of the Commission's policy statement, and it is convinced that educational stations across the nation also share these same goals and principles. But educational stations face difficulties of a financial, administrative and staff nature that are not present with respect to many commercial broadcast operations, and therefore, they must weigh carefully Commission proposals which will increase the workload and cost for underfinanced and understaffed educational broad-



cast operations, to determine whether the results to be obtained from the proposals are worth the additional effort and expense. As shown in further detail below, the NAEB is convinced that the problems with which the Commission's policy statement are concerned, in the areas of discriminatory employment and programming practices, are not problems which confront educational broadcast stations. NAEB's studies and knowledge of educational stations indicate that non-discriminatory employment and programming patterns are the norm at these stations. Added paper burdens to demonstrate compliance with non-discrimination are not warranted, absent a showing that discriminatory practices prevail, and the complaint procedure is a sufficient technique to guard against any isolated instances of discriminatory behavior. Nor does the NAEB believe that the complaint procedure inappropriately shifts any substantial burden upon complaining parties, who themselves may find it arduous to assemble an extensive showing of all of the facts concerning an alleged discriminatory situation, since the filing of a complaint itself would shift the burden of showing compliance with non-discriminatory standards upon the station involved. The NAEB submits, however, that this case-by-case handling of specific complaints is infinitely superior to proposals that educational broadcast stations must demonstrate, on a regular basis and in substantial detail, that they are doing what they are compelled to do not only by the license granted to them by the Commission but by the very nature of their non-profit, non-commercial, community-motivated character.

7. Accordingly, the NAEB urges that, even if the Commission should determine that a showing of compliance with non-discriminatory practices is required with respect to some broadcast application forms, this showing should not be required with respect to non-commercial

educational broadcast application forms. As the Commission knows, educational applicants utilize application forms for construction permits, licenses and renewals which require significantly less information and detail than comparable forms for commercial applicants, and unless and until the Commission's complaint procedures develop that significant discriminatory employment or programming practices occur in non-commercial educational broadcast operations, these separate application forms should not be complicated by further paper showings of compliance with non-discriminatory standards. In this connection it is to be noted that the bulk of educational station licensees are grantees of Federal matching funds from the Department of Health, Education and Welfare, and must, as a condition to such grants provide assurance inter alia, in Form HEW-OE-4152 that

"The applicant will incorporate into any contracts exceeding \$10,000 for the construction of an antenna-tower system or microwave-tower systems, the provisions for equal employment opportunity for all qualified persons without regard to race, creed, color or national origin, as prescribed by Executive Order No. 10925 (March 6, 1961) and amended by Executive Order No. 11114 (June 22, 1963). (The agreement of the applicant and the language to be inserted is that contained in the regulations of the President's Committee on Equal Employment Opportunities, Title 41, Code of Federal Regulations, Section 60-1.3(b).)"

and also that

"In determining community participation in the activities of the educational television station involved in this project, there will be no discrimination against any individual or organization on account of race, creed, color, or national origin of any individual."

Copies of these applications are already required to be filed with the Federal Communications Commission, so that this Commission already has a continuing record of the licensee's assurances respecting non-discriminatory employment and programming practices. Any further requirements by the Commission in this area would be needlessly duplicative and time-consuming.

8. The NAEB has long been concerned that all educational broadcast stations are fulfilling their statutory duties as broadcast licensees in the areas of non-discriminatory employment and programming practices. These areas were the subject of extensive discussion and comment at the last NAEB Annual Convention, held last November in Denver, Colorado. The agenda for the upcoming NAEB Annual Convention, to be held in Washington, D. C., in November 1968 will also include coverage and analysis of problems and practices in the areas of employment and programming. On November 21, 1968, a workshop session on the topic "Career Development: How to Begin the Job Search" will include discussion of minority employment problems. On November 22, 1968, the general session will consist of a panel discussion entitled, "Soul: Does Broadcasting Have It?" Panelists will include Dr. Kenneth Clark, President of the Metropolitan Applied Research Center Corporation, New York City, and author of "Dark Ghetto"; William Grier, M.D., psychiatrist, and co-author of "Black Rage"; Dr. Nathan Wright, Chairman of the International Conference on Black Power, and author of "Let's Live Together"; The Reverend Jesse Jackson, National Director of SCLC's "Operation Breadbasket"; and Gregg Morris, actor, co-star of television's "Mission: Impossible" and recording artist. After the general session, a number of workshop sessions will be devoted to minority programming areas, including specific case histories for educational radio, specific case histories for educational television, a workshop on public relations in the area of human relations, and a workshop by the Instructional Division of NAEB evaluating the film "One Nation Indivisible". In addition, now

in progress before the Employment Practices Committee of the NAEB is an extensive study of employment practice and opportunities in the educational broadcast field. Information submitted on questionnaires sent to member stations demonstrate that substantial efforts have been made to date by many educational broadcast stations to encourage non-discriminatory broadcast employment habits. Without in any way attempting to cover all of the activities of educational broadcasters, the NAEB desires to set forth for the Commission's benefit selected examples of the range of non-discriminatory hiring techniques employed by educational broadcast stations across the country:

-- At Station WAMU (American University), the Urban Broadcasting Workshop, a University-Industry Project, is in its second year. With the help of school counselors, NAACP, Urban League, etc., high school juniors of promise are selected from Washington, D. C. schools and offered a tuition-free, intensive, one-month summer workshop. Free lunch is provided and when more funds can be found, car-fare will be paid as well. Most of these students (about 17 each year) have had no exposure to, or thought of, broadcasting as a career. Some first-year "graduates" of the Workshop have been picked up in the second year



on work-study programs, scholarships, etc., and about ten of them, at least, will enter college, with several in broadcasting majors.

-- At Station WNYC, New York, there has been a collaboration for the past five years with the George Westinghouse High School (Technical) to provide instruction and practice for 25 students each year who seek a First Class FCC license. The basic requirement is a high school graduation certificate. To date, the ethnic mix has approximated equal thirds of whites, blacks and Puerto Ricans. Station WNYC's UHF station is the "laboratory" for the instruction, and the station guarantees a job.

-- The South Carolina Educational Television Commission has regularly participated in the work-study program sponsored by Allen and Benedict Universities. The program serves the dual purpose of helping minority students continue their education while introducing them to the fields of education and television as potential careers. The Commission recently received funds from the Ford Foundation to do a series of programs, and find a continuing format, for matching young Negroes to job opportunities available to them. The Commission is also negotiating with two of South Carolina's Technical Education Centers to develop technical training curricula.

-- At Station WGVE, a high school radio station at Gary, Indiana, the station's operation will be moved from an essentially white school to a technical high school which will draw from all over the city. At present, 35 students are in the radio broadcasting program; 23 of these students are non-white, including several Mexican and Puerto Rican students.

-- Station KSPS-TV, Spokane, Washington, will have this Fall six full-time cameramen and lighting technicians screened by the Youth



Opportunity Corps. All will represent minority, poverty and drop-out families. Their salaries will be paid by cooperating businesses, and will provide staff to the station that it could not otherwise afford while at the same time helping the disadvantaged in a productive way.

-- Station KCTS-TV, Seattle, Washington, has created a special position -- Equipment Technician -- and hires members of minority groups for this position. The station encourages them to go to school simultaneously, so that they may be upgraded as soon as possible to Television Technician. The station will also recruit and train a producer-director, and already has some minority personnel on its staff and is constantly trying to improve the ratio.

-- Station WHYY, Philadelphia, Pennsylvania, reports that it attempted a trainee program for minority groups last year, but ran into difficulty with the union in regard to production and engineering assignments. The station intends to try again this Fall to establish a meaningful trainee program.

-- Station WVIZ-TV, Cleveland, Ohio, reports that it has expended funds to train Negroes but has found that the investment of time and effort has been dissipated because commercial stations lure these trainees away with offers of higher pay.

-- Station WDCN-TV, Nashville, Tennessee, has, along with other commercial broadcasters, accepted groups of 8-12 students from area high schools, under a year-round program which offers about 12 two-hour sessions in non-class hours.

-- Stations KDPS-FM-TV, Des Moines, Iowa, are currently working in cooperation with the Des Moines Public Schools in the training of multi-racial high school students in the areas of radio and television production, communication electronics, commercial art, etc

-- Station WQLN, Erie, Pennsylvania, has a training program which offers part-time employment and job training to young Negroes, three at a time. The station also works closely with the local anti-poverty council.

-- Station KERA-TV, Dallas, Texas, through its station manager, reports that it has no members of minority groups on its staff, but states that

"As a result I have undertaken an active campaign to recruit people from these minority groups for training positions and positions of responsibility by Channel 13. I have spoken to the head of the Urban League and he has put me in touch with several people who are now writing and determining whether they could come to work for the station.

I have not yet had the chance to contact Negro colleges in the area, though this will be done within the next two weeks. The school I think we would especially develop a great working relationship with is Bishop College.

I'm deeply concerned about our present status and I am making every effort to improve it."

9. The NAEB believes that these indications of non-discriminatory operations are heartening, and demonstrate that the future is bright for the advancement of minority groups through all employment levels in the educational broadcast field. The NAEB is determined to encourage efforts in these areas, to provide greater employment opportunities not only for Negroes but for women and for other disadvantaged racial, ethnic and religious groups as well.

10. The NAEB also actively supports the Commission's exhortation to all broadcasters to heed the call to conscience and to use their best efforts to contribute toward understanding and communication by white and black, to offer opportunities to Negroes and other minority groups to participate in programming, and to provide programming which will serve specific needs of Negro and other minority audiences

within the station's service area. Educational stations in this country have made outstanding contributions in these programming areas, and the NAEB is proud to submit to the Commission for its consideration within the context of this proceeding the attached reports which have been prepared by the NAEB with respect to programming for the disadvantaged by educational radio and television stations. Included are eleven reports concerning educational television programming and activities, which commenced prior to the Commission's decision herein, and which are planned as a continuing means by which all of its member stations may know what other stations are doing in these vital areas and may learn new ways of meeting the problems that are confronted in these areas on a local basis. Also included are seven reports concerning educational radio programming and activities. The NAEB is convinced that this informational service which it provides to its stations is one of the most important efforts that it can undertake to bridge the communications gap between station and station as well as between station and minority audience. The NAEB invites the Commission's careful study of the wealth of programming ideas and services which educational radio and television stations are offering on a regular basis for their minority audiences. These programming efforts range from They Reach Out From East Harlem, Station WNDT, New York City, to TV Job Center, Station WETA, Washington, D.C., to Black on Black, Station WCNY, Syracuse, New York, to Operation 'Gap-Stop', concerning public housing problems, Station KRMA, Denver, Colorado, to Feedback for Advancement, a series aimed at "patterns of self-improvement" for Spanish-speaking audiences at Station KCET, Los Angeles, to the week-long program series, The Inner City, broadcast by Stations WMVS-TV,

Milwaukee, WHA-TV, Madison, and the 11-station Wisconsin educational FM network, to the 26-week sociological-variety series, Our People, Station WTTW, Chicago, to the African heritage series, Blacks, Blues, Black, Station KQED, San Francisco, California, to In Your Own Interest, a black-white discussion format series at Station WTVS, Detroit, to Black Horizons, an exploration of Negro life in Pittsburgh, Station WQED, Pittsburgh, to the black TV newspaper format, Say Brother, Station WGBH, Boston, Massachusetts, to the Community Related Television project at Station WYES-TV, New Orleans, Louisiana, to Black Peoplehood, written and produced by members of the Cleveland black community, Station WVIZ-TV, Cleveland, Ohio, to Dialogue in Black and White, Station WITF, Hershey, Pennsylvania, to Americans From Africa, A History, WCVE, Richmond, Virginia, to Dropouts Anonymous, Stations KFRE and KFRE-TV, Fresno, California, to Black Telethon, a phone-in discussion series, Station WMHT, Schenectady, New York, to Periobico, a magazine-type series for Spanish-speaking audiences, Station KLRN, Austin-San Antonio, Texas, to The Drum, a 7-day-a-week nightly program aimed at minority audiences and including a telephone talk segment, Station WBUR, Boston, Massachusetts, to The Voice of Poverty, Station WAMU, Washington, D.C., to The Negro American series, Station WDTR-FM, Detroit.

11. The NAEB is well aware that past efforts and even present efforts in these programming areas are not enough. The problems of racial conflict and poverty and the ghetto demand close and continuing attention. The record to date in educational broadcasting, however, is excellent, and the NAEB desires to assure the Commission that this record of achievement will continue to expand in the future as educational



stations are more and more able to find the money and the means to provide the programming that is more and more needed to meet the serious problems of discrimination that have prompted the Commission's landmark policy statement on non-discriminatory practices by broadcast licensees.

Respectfully submitted

NATIONAL ASSOCIATION OF  
EDUCATIONAL BROADCASTERS

By /s/ Norman E. Jorgensen

By /s/ Louis Schwarts

By /s/ Robert A. Woods

KRIEGER & JORGENSEN  
1926 Eye Street, N.W.  
Washington, D.C. 20006

October 9, 1968

Its Attorneys



# National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 Connecticut Avenue N.W. Washington D.C. 20036 Telephone 667-6000

EXECUTIVE DIRECTOR  
ROBERT A. MOTT

September 27, 1968

## Seventh Report, Radio Programs for the Disadvantaged Ken Clark, Project Director

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From a statement made to employees by Ohio Bell President Frederick R. Eckley:

"....We are moving away from the past with its outworn philosophies and policies. We have set our sights on a goal that is criticized by some, but is morally right, that is sometimes hazy and indistinct but we believe attainable.

The decision has been made and we have begun."

\* \* \* \*

WDTR-FM, Detroit: Under a Title I grant this past summer, the Detroit Public School System, through WDTR, ran a radio workshop aimed at and designed for kids from Detroit's inner city. The response was good. Two groups of twenty students each spent six weeks learning radio from ground zero up. Technical training, program elements and administrative details were discussed and practiced by the two groups. Then Title I funds were expended.

However, WDTR, dedicated and caring, decided to keep the workshop idea alive and invited all those who had not graduated to continue the experience. Again the response has been positive. The kids will continue and now begin the nitty-gritty job of writing, producing and directing on-air programming.

No doubt some of the workshop students will get involved in WDTR's projected series of student interviews with black leaders of Detroit -- an idea that is scheduled for early Spring airing.

Perhaps one of the most useful projects the primarily in-school-oriented station has undertaken is a thirteen part series on black history titled THE NEGRO AMERICAN. A brief explanation: In February of this year, an at large invitation was extended to all high school students in Detroit (twenty three schools) to attend a series of lectures delivered by Professor Benjamin Quarles, noted black historian. The series was sponsored by the Social

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Studies Department of the Detroit Public Schools. About 500 students attended (coming mainly from the city's inner city schools). Professor Quarles, on the faculty of History at Morgan State College, Baltimore, has authored a number of books about the American Negro, including the text used by Detroit Schools, "The Negro in the Making of America."

Dr. Quarles hit home. The students wanted this and more. WDTR responded by asking Dr. Quarles to re-frame his lectures for a thirteen part, fifteen minute format. The series, beginning in Detroit this week, is now available to all NER member stations; WDTR's small, but imaginative effort will find national use.

The series: (topics in chronological order)

"Why Study Negro History?"

"African Institutions and the African Slave Trade"

"Slavery in the English North American Colonies"

"The Negro in the American Revolution"

"Slavery: Decline and Renewal"

"The Life of the Slave, Part I"

"The Life of the Slave, Part II"

"The Abolitionist Crusade" (political abolitionists)

"Literary Abolitionists, Other Anti-Slavery Forces, and the South's Reaction to Abolitionism"

"New Birth of Freedom - The Negro and the Civil War"

"Reconstruction and the Negro"

"The Downturn"

"Turn of the Century Protest" (Washington vs. DuBois)

"The Negro in the 20th Century"

"The Contemporary Scene"

NOTE: Not all of you have the facilities or available authorities to mount an historical series. THE NEGRO AMERICAN is recommended as an alternative.

CONTACT: Miss Dorothy Patterson, Program Director

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WBOE-FM, Cleveland, representing the Cleveland Public Schools has tied into the movement in another way. Two lectures and two interviews have particular relevancy.

Under a grant from the Martha Holden Jennings Foundation and the Cleveland Board of Education, WBOE mounted a series titled "Visiting Scholars", an undertaking that brought outstanding American and European scholars in contact with Cleveland students. Two such "visits" were conducted with black historian Dr. John Hope Franklin, Chairman of the American History Department at the University of Chicago. His credentials are impressive: he formerly taught at Cambridge University, Fisk and Howard Universities and Brooklyn College, and studied higher education in Nigeria on a U. S. State Department grant.

Part One of the Dr. Franklin talk considered new interpretations of the Reconstruction Period in American history as they relate to the Negro; to consider his economic, political and educational problems in the 1865-1877 period.

Part Two examined advances of black Americans in the 1920-1967 period and considered many of the unsolved problems remaining today. Segregation and discrimination in housing, employment and education, and the Northern urban migration were highlights of the talk.

Both talks were broadcast to Cleveland schools on fourteen separate time segments, allowing for the widest possible listening audience.

\* \* \* \*

Next, WBOE pursued two interviews with Dr. Samuel D. Proctor, former college president and currently President of the Institute for Services to Education where he is developing curriculums for use at fifteen Southern Negro colleges. Author of "The Young Negro in America, 1960 - 1980", Dr. Proctor was formerly Director for the Northeast Region for OEO and Director of the Peace Corps in Nigeria.

The interviews analyzed current social and curriculum problems involved in the education of black Americans.

The Franklin talks were available through NER last year; the Proctor interviews will be an NER offering in 1968-69.

CONTACT: Cecilia Evans, Senior High Radio Coordinator  
Cleveland Public Schools



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WBGO-FM, Newark, makes a continuing commitment to black Americans. The school population of Newark Schools is well over 70% black. As a result, WBGO has black people in mind no matter what its programming is. Some of the most interesting work done recently is reported here.

1. WHAT IS AHEAD FOR NEWARK? was a series of interviews conducted between high school students and municipal and state authorities on topics relating to the sensitive issues in everyone's mind since the summer riots of 1967. Free to ask any question, the students levelled with the officials in frank and revealing sessions. As a result of this series, another was suggested by a black student who asked for a forum between students and police authorities.
2. THE POLICE, THE PEOPLE, THE PROBLEMS stood as another penetrating dialogue between students and adults. WBGO reports one student, unjustly treated by police, having his complete "say" to the police on the series; the police were open-minded and co-operative.
3. JACKIE ROBINSON INTERVIEW was just what the name implies. High school students asked the hard questions about their lives of one man who has "made it." A one time only, live program, the interview was held on the stage of a Newark high school auditorium and was SRO. Robinson not only provided an articulate and inspired expertise for the program, but lingered long after the broadcast and continued to tell it straight to the kids.
4. DOCTOR JACQUELINE BEYER, an expert on African Affairs and Professor at Rutgers University was interviewed in depth on WBGO's FOCUS: AFRO-ASIA series. A highlight of the program was the questions put to Dr. Beyer by members of the Afro-American Culture Club from one Newark high school.
5. TALES FROM THE TALK-TALK HUT is a dramatized series on African Folklore now in production. Designed to meet the need for "a mythology, for a background, for a feeling of identification with history" asked for by the disadvantaged youngsters, the series is a good take-off point for blacks and whites at the start of the education process. For the very young.
6. Probably one of the most effective, and dramatically moving, challenges WBGO has come up with is SPEAKOUT. Started two years ago, the series continues to be broadcast today because of obvious need. This is how it works. A WBGO staff writer constructs vignettes one or two minutes long dramatizing the personal problem of some student. The problems are selected by a city-wide committee such as "Being Ashamed of One's Home," "Always Moving," "Stealing,"

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"Cheating in School" etc. After each dramatization, the subject is rounded out by a group of 11 - 12 year old youngsters under the sensitive questioning of a child guidance expert. All participants are black.

WBGO, under the Newark Board of Education, obviously works first for in-school services. However, the content of its programming for the disadvantaged clearly hits a large, broadly structured broadcast audience as well.

CONTACT: Marie C. Scanlon, Supervisor of Radio and Television

\* \* \* \*

The enclosed article, taken from The Center Magazine discusses a recent conference held at the Center for the Study of Democratic Institutions, Santa Barbara, California. The conference considered the many faces of ethnic radio stations (primarily black) and their relationship to solving minority peoples' problems. Not enough is being done by these commercial stations; the lack of involvement may also have some relevancy to some public radio stations in America.

R. Clark

September 27, 1968

Mr. Nelson Price  
TRAFCO  
Television, Radio and Film Commission  
The Methodist Church  
Room 420  
475 Riverside Drive  
New York, New York 10027

Dear Nelson:

You have not indicated your availability (or Ben Logan's in your absence) for the NER panel regarding radio programming for the disadvantaged about which I wrote earlier. I'm proceeding on the assumption that you will participate.

We are anxious to originate "Night Call" from the Sheraton Park on Thursday, November 21 at 11:30 p.m. I'm advised that there will be no union problem, that appropriate space can be provided (when you decide what you need), that 80% or more of the rooms in the Sheraton Park can receive WAMU-FM, that we will give you the best possible promotion but that all expenses of production will be borne by TRAFCO.

Possible guests for the program (all of whom are tentatively scheduled for a Friday morning appearance on a panel) include:

Jesse Jackson, SCLS  
Greg Morris, actor  
Nathan Wright, author  
Dr. William Grier, author

Julian Bond has been contacted but is a doubtful starter at this time.

If you are still favorably inclined toward originating the program from our convention, I would urge you to initiate planning. We have reviewed the situation carefully -- see no barriers -- and think that it might be a mutually profitable effort. We would give "Night Call" the appropriate promotion. NAEB/NER would benefit by the visibility we would attain through the broadcast. Shall we proceed on the assumption that this will develop?

I've been unable to develop any precise information regarding ratemaking for educational broadcasting. The

page two  
Mr. Price

September 27, 1968

matter has been touched upon in our meetings and some activity is underway. Generally, this relates to television. I assume that if any rate making occurs it will be applicable to both media but have no assurances.

As I understand it, AT&T is foot dragging, though I do not have a clear picture as yet. Indications are that the commission will ask for comments at some future time. If this develops, we will advise NER affiliates and we'll get off a note to you.

Summing up: Information regarding radio is not generally available. It is assumed that TV and radio are tied together. The matter is currently under study.

Sincerely,

Robert A. Mott

RAM:lk1



# Center for the Study of Democratic Institutions

THE FUND FOR THE REPUBLIC, INC.

Box 4068, Santa Barbara, California 93103

September 24, 1968

Dear Kenneth Clark,

We are happy to give you permission to reprint "A Center Report/A Failure to Communicate," at no charge. We ask only that proper credit be given to the Center, and a copy of the reproduction be sent to us.

Yours very truly,



Hallock Hoffman

HH:jp  
Enclosure  
CC: Mr. Edward Reed

Mr. Kenneth Clark  
National Association of  
Educational Broadcasting  
1346 Connecticut Avenue, N. W.  
Washington, D. C. 20036

*Ken ✓*  
*return to B*

JOINT COUNCIL ON EDUCATIONAL TELECOMMUNICATIONS

1126 Sixteenth Street N.W., Washington, D.C. 20036

202 / 659-9740

September 13, 1968

✓ Mr. William G. Harley, President  
National Association of Educational Broadcasters  
1346 Connecticut Avenue  
Washington, D.C. 20036

Dear Bill:

Although we've already spoken of the matter, I want to take this opportunity to put on paper my feelings about the importance of the Programs for the Disadvantaged project which Ken Clark has so ably handled.

Each week, when I get Ken's radio and television reports, I am pleased again at how much programming for the rural and urban poor educational broadcasters have developed. It makes me proud to be a part of the field.

The important and necessary service which the project provides, however, is not merely to document that we are doing a better job of discharging our public responsibilities than we might have suspected. A great deal of what is going on has been developed at the grass roots level. (If Commissioners Johnson and Cox had found that kind of local programming in Oklahoma their reactions might have been different.) It's vital that all educational broadcasters find out what their colleagues are really doing, not only because that can make possible the exchange of good programs, but because it provides the challenge and inspiration for other broadcasters - commercial as well as noncommercial - to do likewise.

Many of educational broadcasting's critics claim that we are more "educated" than "educational," only programming for other "egg heads." Ken's work gives them the lie, and inspires us all to serve minorities other than the one we happen to belong to.

Mr. William G. Harley  
September 13, 1968 -2

I hope that it will be possible, not only to continue this important work, but to expand it. It's my belief that this is one of the most vital, necessary, and exciting projects in which the NAEB has ever been engaged.

Cordially,



Frank W. Norwood  
Executive Secretary

FWN,m



A division of

# EDUCATIONAL TELEVISION STATIONS

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PHONE: 667-6000 • 1346 CONNECTICUT AVENUE • WASHINGTON, D. C. 20036

September 13, 1968

## Tenth Report on Programming for the Disadvantaged Ken Clark, Project Director

From a statement made to employees by Ohio Bell President Frederick R. Eckley:

"... We are moving away from the past with its outworn philosophies and policies. We have set our sights on a goal that is criticized by some, but is morally right that is sometimes hazy and indistinct but we believe attainable.

The decision has been made and we have begun."

\* \* \* \* \*

KVIE. Sacramento: The station has filmed a half-hour study of a Maidu Indian who lives in a wilderness area of Plumas County, California. The program is not intended to reflect the Indian as a "disadvantaged" person. However, the American Indians are a minority group almost wholly disregarded by broadcasting. This program, BRYAN BEAVERS: A MOVING PORTRAIT, offers a quiet, low key study of a man adjusting to life without fanfare - a man who is a combination of two cultures and who has found values in both.

Bryan Beavers is a remnant of one of 21 distinct linguistic tribal groups that once populated the territory that is now California. He lives in a log cabin which he built on land long occupied by his ancestors.

BRYAN BEAVERS: A MOVING PORTRAIT is a view of life in progress with neither beginning nor end, a concept which is not only artistically valid for television, but perhaps closer to truth and basic realities - so say the KVIE producers of the program. They go on:

"The program approaches television cinematography from the standpoint that all things are capable of importance to all people, and that it is the artist's role to reveal this importance. Thus, it is possible to discover universal values within the simplicity of regionalism and to reveal a simple subject or movement as important with no need for justification other than its own existence."



Amidst all the shouting and slogans and signs, BRYAN BEAVERS: A MOVING PORTRAIT presents a hushed statement on human relations worth considering.

CONTACT: John C. Crabbe, General Manager

\* \* \* \* \*

WMHT, Schenectady has been wailing strong for five months on the Monday evening show: BLACK TELECON, the station's phone-in discussion series.

Monday nights are turned over to Mrs. Audrey Harvey, the black, bright hostess who translates her activities with the Schenectady Community Action Program to a lively television arena. Her primary aim is to help the poor and to air the ideas and feelings of many on both sides of the poverty line. She usually chooses panel guests who know poverty from first hand experience. Her guests aren't always Black, but those who are White inevitably turn out to share common problems with the Blacks.

Mrs. Harvey has a no-nonsense approach and cuts through to the very soul of an issue efficiently and with perception. After igniting her panel and setting the general discussion in motion, telephone calls are encouraged. In the five months Mrs. Harvey has handled the program she has entertained thousands of questions and opinions.

Many of the programs have rich currency in that the topics are wrenched out of the living history of our times. The Poor People's March, Racism in the State Legislature, Education and the Negro and a crisis in the local Head-start program represent what Mrs. Harvey calls "Now!" problems.

Other subjects treated have a less timely, though no less important approach. For example: the Negro middle class, the Human Rights Commission, Negro History - and some of those lined up for the immediate future - the Negro church in society, What Negroes Call Themselves and Why, The Negro and the Peace Movement.

BLACK TELECON tries to reach both Black and White communities, to establish some rapport between the two, to bridge the gorge of misunderstanding. Mrs. Harvey hopes are basic - that the programs will stimulate people to do something about the problems.

Viewer response has been highly pro, as well it should be for a series of programs that is imaginative, provocative, very tuned in.

Donald E. Schein, General Manager of WMHT explains why his station got involved in the BLACK TELECON undertaking.

"We need to communicate with the black community every bit as much as they need to have a means of communicating with us - and we need an emotional awareness of their problems before we can begin to do the things that must be done.

We might not like what they say. We might not understand their frustrations. But we need to listen."

CONTACT: Don Schein, General Manager

\* \* \* \* \*

Auburn Television, over the Alabama Educational Network is readying its initial programming for the rural disadvantaged for early 1969 airing.

Tentatively titled "KATIE'S HOUSE, the twice weekly, quarter hour programs will try to "reach the unreached", the rural homemakers who fall into a lower socio-economic-educational level - women who have not been so far exposed to TV teaching that is designed expressly for their capabilities.

The series is being produced by Auburn staff Producer-Director John Brockway. The "Katie" of the program will keep the approach to basic, elementary information breezy and informal.

Dudley Williams, Program Director, states the following objectives for the series:

1. To help young homemakers improve the health of their families.
2. To aid the viewers in becoming more intelligent consumers.
3. To assist in understanding the community and its resources and thus to be better equipped to participate in social action processes.
4. To urge the homemakers to develop respect for themselves and their homemaking roles.

The series, produced by Auburn Television in cooperation with the Auburn and Federal Extension Services, is conceived as an experiment. The Extension Services will mail companion pieces of informative literature to the housewives that will complement their viewing on particular subjects. Ten pilot counties representing a cross section of Alabama rural living, will participate in a on-going study to evaluate the effectiveness of the series, considering publications, methodology and equipment.

Auburn Television hopes the series can become a year round affair; the need is obvious. But to do the series on a continuing basis will take resources not available beyond the initial thirty programs.

Each program will be aired twice, now scheduled for 2:45 and 5:00 PM. KATIE'S HOUSE will be seen five days each week.

How to manage money, how to fix food for more nutrition, how to do simple dressmaking or home decorating - these are only a few of the topics the series will treat. KATIE'S HOUSE is being set up to be much more than a "how-to-do-it" kind of thing, however. The series will spark a philosophic approach to rural homemakers that urges them to believe in themselves, to believe that they can do better with what they already have with a little work and imagination.

It is too soon to editorialize, but KATIE'S HOUSE just may turn out to be a prototype other stations may find attractive. If the "easy does it" approach to igniting enthusiasm and implementation can work for homemakers, how about a series for children, or for the elderly, or for men. The more you think about it, the more infinite become the possibilities.

CONTACT: Ed Wegener, Director, Auburn University Production Center

\* \* \* \* \*

KUHT, Houston is prepping for a November 4th debut on its blockbuster for low-income residents of the city titled THE WAY IT IS.

Executive Producer of the twelve part series, James Bauer reports that the material will be divided into two distinct approaches. Nine one-half hour documentaries are being made. Those will be complimented by three two hour live programs.

The series squares off to take a hard look at what the "little guy" faces when he comes up against the facts of life in Houston - the facts about housing, shopping, loans etc. In many cases the picture isn't very pretty and it seems that the poorer one is, the less chance one has of ever getting off the treadmill. Who are these little guys? They are Mexican-Americans; they are Blacks; they are poor Whites. And they haven't had anyone in their lonely corner to date with the gumption of KUHT. Maybe things can change now.

The programs will run on Mondays and Wednesdays over a six-weeks period, with repeats of everything on the following Sundays.

The documentaries, shot in the disadvantaged neighborhoods of Austin are set to cover the following topics: Food Purchasing, Furniture and Appliance



Buying, Auto Purchase, Home Remodeling, Home Buying, Appliance Rental, \* Clothing Purchasing and Credit and Loans.

Two co-hosts will move in and out of all programs in the role of reporters. One, a Black is Jacqueline Tollet; her White male counterpart is Kent Demeret.

The filmed documentaries are being handled by Crown Films, a creative arm of predominantly Black Texas Southern University. Another Black, Ben Waddell is contributing research talents to the programs.

The three two-hour live programs present a producer's nightmare and we can only wish Jim Bauer and KUHT well in the undertaking. What the station plans is possibly the most ambitious live TV venture ever attempted in Houston. With an eminent panel in the studio, three mobile units will fan out through the city to three different disadvantaged neighborhoods for the live pickups of interviews with the people whose story THE WAY IT IS will tell.

More specifics? Well, the loan program, for example, will present the problem of many people, not knowing better, letting themselves fall into the clutches of loan sharks and having enormous financial, not to mention psychological problems in disengaging themselves from their debts. THE WAY IT IS will talk to these people, will hear their stories of how they have been harassed by loan companies. The program will discuss in detail the two kinds of loan companies operating in Houston (we're not talking about banks who are traditionally loathe to make small loans in that city anyway). Rate fixing will be a part of the topic. Caution signs will be waved to show the loan applicant what to watch for - how to read a contract etc. Finally, there will be full explanation of what a Community Credit Union is - what its makeup is - and what it can do to help solve the little guy's money woes - legally, honestly and at a very low rate of interest.

KUHT is working with the Harris County Economic Opportunity office to reach into the ghettos for authenticated information. The liaison has worked well so far.

On promotion, all persons interviewed are automatically photographed - those prints to be used on posters soon to cover the city. It is also planned to use other media to promote the series, one of the most interesting outlets being black radio in Houston: KVOK and KIKK.

KUHT has tied onto a tiger with this one. The abysses are already evident; but the station is determined to light candles, to illumine those parts of the city where knowledge, even elementary knowledge, rarely shines.

CONTACT: Roy Barthold, Station Manager

\* Tentatively scheduled



KLRN, Austin-San Antonio debuts this week with PERIOBICO, a one-half hour, thirty nine segment series oriented to the very large Spanish-speaking population of that area (over 300,000 in the San Antonio "barrio" alone).

KLRN has wanted to tackle this important group of citizens, unique in their traditions and attitudes and needs, for some time. A recent Ford Foundation grant made the attempt possible in terms of doing the job right.

A search was mounted, without success, to find a Mexican-American producer to head up PERIOBICA. However, an all Mexican-American crew has been assembled lead by Gil Murillo, Associate Producer and Director Rolando Morales. Mr. Morales brings a strong history of experience in Mexican television to the job. It is of interest to note that all crew members live in the San Antonio barrio themselves; they will be telling the story of their own people in that sense.

"Periobico" means "magazine," or "newspaper," or "current events." That's exactly the name of the game. A combination of discussion, music, interviews, and a great deal of film footage shot on location in the barrio is intended.

A number of distinguished Mexican-American citizens will take part in the series, highlighting their particular areas of expertise: Education, Poverty, Housing etc. In addition, all talent will be Mexican-American, some already well known in the area. One man in particular is a familiar figure to the barrio having built a reputation as a D. J. on a local commercial station and as an active participant in community youth work.

KLRN is pioneering an especially exciting concept in its language approach to the series. Within the barrio the language changes with the subject at hand. About 70% of ordinary conversation is in Spanish, but when the talk turns to television, schooling etc, the transition is automatically made to English. So it will be on PERIOBICO. The language will not be directed; rather, it will flow from Spanish to English to Spanish as the topics and the speakers wish.

PERIOBICO is for, by and about Mexican-Americans. It is their "voice." It is their opportunity to publically address each other on current problems affecting their daily lives. KLRN earns our applause for this effort. It will set a standard and open a door that has been too long shut.

KLRN also reports that Charles Akins, Dean of Men at local Johnston High School is getting very favorable reactions to his daily sports reporting on the station's hard news program. Mr. Akins is black. Harvey Herbst, Station Manager, offers the constructive thought that it isn't always necessary to find a black broadcaster to do the job; it may be more relevant to find the man and train him. The education field is rich with black men and women who are knowledgeable, articulate and imaginative. Those of you who report difficulty in

finding appropriate candidates for job openings might consider the success of KLRN.

CONTACT: Harvey Herbst, Station Manager

\* \* \* \* \*

NEXT WEEK:

External sources for programming. (Promised this week, but not delivered due to incomplete research. )

\* \* \* \* \*

SPECIAL NOTE:

Enclosed are three pieces of material describing a new Federal program to encourage greater parental participation in the education of their youngsters. Several possible TV projects should occur to you immediately.



# National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 Connecticut Avenue N.W. Washington D.C. 20036 Telephone 667-6000

EXECUTIVE DIRECTOR  
ROBERT A. MOTT

September 10, 1968

Sixth Report, Programs for the Disadvantaged  
Ken Clark, Project Director

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Robert Conot, Author of the Watts riot report, Rivers of Blood, Years of Darkness, quoted a Watts resident as saying,

All we wants is that we get our story told and get it told right! What we do last night, maybe it wasn't right. But ain't nobody come down here and listen to us before.

And from the Kerner Commission Report:

"Far too often, the press acts and talks about Negroes as if Negroes do not read the newspapers or watch television, give birth, die and go to P.-T.-A. meetings."

FCC Commissioner Nicholas Johnson recently used these two quotations in a speech to the Annual Convention of the National Association of Television and Radio Announcers in Miami. Commissioner Johnson continued:

"The white media are beginning to get the message. Educational radio stations ... are producing shows like WAMU's "Voices of Poverty". Are you? Do you go down and listen?

It is tragic irony, I think, that many radio and television stations choose to do their local public service the way any other business -- like an electric utility -- might. They stage picnics, and parades, and work for the United Fund and Red Cross. They referee basketball games. They send boys to camp and set up scholarship funds. Certainly such efforts are not to be ridiculed. But the greatest local service that can be rendered by someone in the broadcasting business is the broadcasting business."

The White Establishment is uptight. That isn't going to change until permanent answers are found to the predicament we have helped create. As educational broadcasters we have the power to motivate, and move our audiences into a more positive arena of thought and action. It's our time. It's our move.

\* \* \* \* \*

I want to report on a project called DROPOUTS ANONYMOUS dreamed up and implemented by commercial stations KFRE and KFRE-TV in Fresno, Cal. The idea is as valid for you as it is for them.

Concerned about the high dropout rate in their area, the stations launched a campaign in February, 1966. The initial project lasted one full year, proved itself, and is continuing indefinitely - as long as the need exists. It was so successful, all other broadcasting stations in the city willingly cooperated.

Allow me to quote from the forward to a brochure prepared by the stations which best explains the purpose:

DROPOUTS ANONYMOUS is a continuing campaign, in announcement form, offering aid and moral support to high school students about to drop out and to older youths and even adults who never completed high school.

It brings the potential dropout together with one who has already faced - and solved - a similar problem.

DROPOUTS ANONYMOUS will elicit response of a depth and intensity that is hard to predict. Late at night, the fourteen-year-old who is pregnant and terrified, the handicapped enrolled in courses he can't handle, the "A" student whose uneducated parents want her to quit school and bring home her weekly paycheck, the listless, the forgotten, the lonely, to whom the invitation to call DROPOUTS ANONYMOUS is a beacon of light, a ray of hope, a sign that there is someone who will listen and help."

An organizing committee was formed under the Fresno Community Council representing schools, hospitals, Armed Forces recruiting offices, fraternal and civic clubs and community service organizations.

That group in turn was and is supported by a much larger number of people on standby call. Some of these volunteers man telephones on regular shifts. Many are simply available for referral calls.

These volunteers were deliberately chosen for their religious, racial, ethnic, economic and educational backgrounds. When the "key receptionist" decides that a particular committee member could communicate more effectively, that volunteer is asked to make the contact.

The KFRE - KFRE-TV role was one of initiating the project and of providing the publicity to keep it moving. Once started, the program was turned over to local citizens' groups to administer. But the broadcast facilities remain an integral element of the project through announcements and attendant publicity.

The major appeal is to listeners and viewers who are contemplating dropping out of school or who have already left school. The suggestion



is repeatedly aired that they telephone for assistance "now" to a number which is in service 24 hours each day.

The answering service has a roster of nine outstanding civic leaders especially trained to counsel in this area of social problems. The answering service is given the personal schedule and availability of each of the nine leaders every day. More than one is easily reachable at any given moment.

Each counselor is asked first to determine the motivation causing the problem of the telephone caller - family maladjustment, need for a job, military service and so on. The counselor then encourages the caller to get in touch with the appropriate social agency, referring to a specific person and offering to set up an exact appointment time.

Literally hundreds of people in the Fresno area have called DROP-OUTS ANONYMOUS for help. The project has had such great success, the two stations will continue and no end date is in sight at the moment.

A detailed brochure which explains the entire DROPOUTS ANONYMOUS project with specific details and how you can start and implement such a program in your own area at your own station is available free of charge. I highly recommend that you write for it to: Guy Farnsworth, Community Relations Director, KFRE-TV, P. O. Box 144, Fresno, California, telephone 209-268-6441.

A similar technical facility has been made available since July of this year whereby anyone can call a number in 24 hours service and be directed to a trained person, knowledgeable about drugs, their abuse, their use and where to get help. As a public service, this "drug-call-in" idea is catching on in the KFRE, KFRE-TV coverage area. Most of those receiving calls are adults, but the list also includes some young people who have gone the "route" with drugs themselves and can answer the phone with personal knowledge of the problem.

Both Dropout and Drug ideas appeal to other kinds of disadvantaged persons than those these reports have ordinarily treated. But both projects are front line action programs performing useful services to their communities - services that could be duplicated in your station.

\* \* \* \* \*

KSLH, St. Louis, heavily orients its efforts in human relations toward in-school services. Believing that habits and beliefs formed early in life tend to stick, the station is doing what it can to offer positive, useful information for elementary school children. Anyone is invited to listen and many St. Louis listeners at home do just that, but the main thrust is for in-school student ears.

"Project U" is going into its fourth year of programs (fifteen minutes each week). Designed by a committee of teachers in one of St. Louis' six school districts (a disadvantaged one), the series attempts to teach the children basic awareness of their life. Approximately one-third of the series is produced for the primary grades; one-third for

the 4th, 5th, and 6th grade students and one-third for 7th and 8th graders. KSLH reports many classes tune into the entire series, however, finding something of value in every program. The topics are elementary and revolve around such things as: (1) family activities; (2) the importance of school attendance; (3) playground behaviour; (4) courtesy; (5) sportsmanship; (6) beautification of your own backyard (a grass-growing project last year had the kids sprouting greenery all over the district); and (8) responsibility to self and to others.

"Project U" is directed to the problems the District's teachers (mostly Black) themselves find in their daily work. Two staff writers, one Black, one White help the teachers prepare the weekly scripts.

"Mr. Achiever" is another fifteen minute, weekly series for in-school listening. Again written by teachers of one particular district in St. Louis, the programs emphasize good study habits and the notion that achieving with ones' self early in life, transposing that "achievability" to external activities as well as to school can tend to make a young person achievement-prone for the rest of his life.

CONTACT: Gertrude H. Hoffsten, General Manager

\* \* \* \* \*

WBAA, Lafayette (Purdue University), reports again with a new series of discussions stressing the whole spectrum of human relations in the Lafayette-West Lafayette area.

There was considerable foot-dragging in civic circles over the appointment of a Human Relations Council to consider problems basic to both communities. However, a great many people, both Black and White, felt there had to be some kind of coordinating group to understand the problems before sensible solutions could be attempted. Accordingly, public pressure began to mount (joined by WBAA management). Before a petition could be presented, the point was abundantly made and the Establishment appointed a Human Relations Commission.

WBAA will investigate this Commission and its work. For example, the first several programs in the talk series will deal with these kinds of questions:

1. What problems exist in the Greater Lafayette community between Blacks and Whites?
2. What can a Human Relations Commission do to help the disadvantaged in the Greater Lafayette area?
3. Do you think the selection of members for the Human Relations Commission was fair?

If all that doesn't stir up some interest, WBAA's plans to be present to record both city council meetings at which the Human Relations Commissions will be named and approved by the city councils will, if nothing else, continue the dialogue. And continue the dialogue, we must.

Some people say there has been enough talk; it is time for action. WBAA's approach suggests actions, preceded by thoughtful deliberations and preparations is a sounder approach.

CONTACT: Jane Root, General Manager

\* \* \* \* \*

WLIB, Harlem, is a commercial station. We report it here because of a very special series titled WHAT MUST BE DONE now being offered by the NER Program Service in the October-December quarter.

This most unusual series of thirteen half-hour programs was produced in cooperation with NEWSWEEK Magazine and was inspired by the award-winning issue of that publication titled "The Negro in America: What Must Be Done."

Sam Chase, Vice President of WLIB, Harlem Radio Center, created and produced the series in an effort to show listeners what they can do as individual, private citizens. WHAT MUST BE DONE suggests there is a great deal of action and considerable options open to the individual with a willingness to try.

The Host-Moderator for the series is Manhattan Borough President Percy Sutton. Each program is kicked off at the top by NEWSWEEK Editor Osborn Elliott who relates the researched facts of the particular problem to be discussed.

An eminent panel of distinguished Blacks and Whites, representing both Militant and Moderate points of view, discuss the problem, offer solutions, define roadblocks to those solutions, and then explain how listeners can help break down the barriers.

WLIB, when first airing the programs, followed each with a phone-in. Enormous listener participation was achieved as WLIB phones "rang off the wall". The public clearly felt personal involvement in the series, wanted to do something, and in many cases had clear cut suggestions to offer.

So far, 250 other stations have carried the series, many of them also utilizing the phone-in follow-up.

The panel list and topics are included in Enclosure #1.

For any station interested in top flight discussions of the most critical domestic issue of this decade, consider WHAT MUST BE DONE.

CONTACT: Robert Underwood, Manager, NERN, 119 Gregory Hall,  
Urbana, Illinois 61803

\* \* \* \* \*



To explain Enclosure #2: a community action group, The Community Relations Council of New Orleans, issued the "Do-It-Yourself Kit" through WYES, New Orleans. The specific references are localized, of course, but the "kit" is enclosed for your consideration as an idea that might find adaptability to your own community.

\* \* \* \* \*

Enclosure #3 is the brochure prepared by WAMU-FM to promote its special series THE VOICES OF POVERTY; it is an excellent example of creative imagination at work on that "extra" step that adds so much to a total package presentation.

\* \* \* \* \*

NEXT WEEK: A look at external program sources, NERN in particular.



September 11, 1968

Mr. Everett C. Parker  
Office of Communication  
United Church of Christ  
289 Park Avenue South  
New York, N. Y. 10010

Dear Mr. Parker:

The National Association of Educational Broadcasters will file a comment during the proposed rule-making against discrimination in broadcast employment.

As you may know, we have a committee of the Association on Employment Practices which has been extremely active this past summer in gathering data on educational broadcasting stations' performance record in reference to employing minority groups and formulating recommendations for what should be done to foster greater participation of such people in our field via special recruitment and training programs. We plan to publish a station handbook for social action which will provide guidelines to stations, both commercial and non-commercial, about how they can improve their activities in programming and employment with reference to members of racial minorities.

Sincerely yours,

William G. Harley

WGH:lm

cc: Ken Clark ✓  
Jim Fellows  
Chuck Marquis

WBGO 88.3-FM

BOARD OF EDUCATION STATION

622-6700 EXT. 288

345 HIGH STREET

NEWARK, NEW JERSEY 07102

EDWARD T. SCHOFIELD  
DIRECTOR

MARIE C. SCANLON  
SUPERVISOR OF RADIO AND TELEVISION

FRANKLYN TITUS  
SUPERINTENDENT OF SCHOOLS

SEPTEMBER 10, 1968

MR. KEN CLARK  
PROJECT DIRECTOR  
NATIONAL EDUCATIONAL RADIO  
1346 CONNECTICUT AVENUE N.W.  
WASHINGTON, D.C. 20036

DEAR MR. CLARK:

WHEN I RETURNED FROM MY LONG SUMMER VACATION, I FOUND YOUR REPORTS ABOUT RADIO PROGRAMS FOR THE DISADVANTAGED ON MY DESK. I READ THESE REPORTS WITH EXTREME INTEREST AND SAW TO IT THAT ALL OF MY STAFF DID LIKEWISE. IS YOUR PROJECT COMPLETE OR WOULD YOU LIKE TO HEAR SOMETHING OF WHAT THIS SCHOOL STATION HAS BEEN DOING IN THE AREA?

1. WHAT IS AHEAD FOR NEWARK? THIS WAS A SERIES OF RADIO INTERVIEWS, IN WHICH-CONSECUTIVELY-MUNICIPAL AND STATE AUTHORITIES WERE QUESTIONED ON THE AIR BY HIGH SCHOOL STUDENTS CONCERNING THE SENSITIVE PROBLEMS UPPERMOST IN EVERYONE'S MIND DURING THE SCHOOL YEAR WHICH FOLLOWED THE SUMMER RIOTS OF 1967. THERE WERE NO HOLDS BARRED. AFTER THE RADIO BROADCASTS, IN EACH CASE, THE YOUNGSTERS REMAINED AND CONTINUED THEIR DIALOGUE WITH THE OFFICIALS. OUT OF THIS INTERCHANGE CAME A SUGGESTION FROM A NEGRO HIGH SCHOOL BOY THAT THIS STATION SHOULD PROVIDE A FORUM FOR A MEETING BETWEEN TEEN-AGERS AND THE POLICE. WE ACTED UPON THE SUGGESTION AND WERE ABLE TO PRESENT:

2. THE SERIES, THE POLICE, THE PEOPLE, THE PROBLEMS. THE SAME PENETRATING EXCHANGE OF IDEAS, IDEALS, AND COMPLAINTS CHARACTERIZED THIS SERIES, BUT PERHAPS TO A GREATER DEGREE. I KNOW OF AT LEAST ONE CASE WHERE A YOUNGSTER WHO HAD BEEN UNJUSTLY TREATED BENEFITED IN A PRACTICAL WAY FROM THE DISCUSSION. THE POLICE AUTHORITIES WERE EXTREMELY OPEN MINDED AND CO-OPERATIVE AND THE YOUNGSTER TOLD "ALL."

3. JACKIE ROBINSON INTERVIEW. IT TOOK SOME COAXING, BUT WE SUCCEEDED IN BRINGING JACKIE ROBINSON TO OUR MICROPHONES WHICH WE PLACED ON THE STAGE OF THE HIGH SCHOOL IN WHICH WE ARE HOUSED. NATURALLY, WE HAD A LIVE AS WELL AS RADIO AUDIENCE. THIS PROJECT WAS REALLY AN INSPIRER. AGAIN, OUR GUEST ANSWERED QUESTIONS PUT TO HIM BY HIGH SCHOOL STUDENTS. THE PROGRAM ATTRACTED A LARGE REPRESENTATION OF MUNICIPAL AUTHORITIES WHO JOINED US ON THE STAGE. AFTER THE BROADCAST, JACKIE ROBINSON -- WHO HAD PROTESTED THAT HE MUST DASH OFF IMMEDIATELY-- REMAINED TO TALK AT GREAT LENGTH.

4. DOCTOR JACQUELINE BEYER, EXPERT ON AFRICAN AFFAIRS AND PROFESSOR AT RUTGERS UNIVERSITY, FILLED IN AN INTERVIEW SPOT IN A PREVIOUSLY TAPED SERIES CALLED FOCUS: AFRO-ASIS. AN INTERESTING ASPECT OF THIS WAS HER QUESTIONING BY MEMBERS OF THE AFRO-AMERICAN CULTURE CLUB IN ONE OF OUR HIGH SCHOOLS. THE PROGRAM WAS OF COURSE, POSITIVE IN TONE.

**MARYLAND  
EDUCATIONAL  
CULTURAL  
BROADCASTING  
COMMISSION**

September 6, 1968

Mr. Ken Clark  
NAEB  
1346 Connecticut Avenue, N.W.  
Washington, D.C. 20036

Dear Ken:

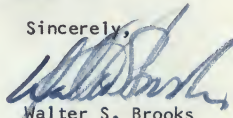
Just a brief note to let you know what a pleasure it was meeting and talking with you last week in your office and at lunch.

As you know, I had the pleasure of attending the National Black Power Conference in Philadelphia. I must report that I found a great deal of acceptance on exploring the utilization of public broadcasting. Hopefully, the job you are doing and the breakthroughs that are coming up will continue so as to make public broadcasting really relevant to all of our needs.

I wish also to again offer my help in any way in relationship to the up-coming NAEB Convention and, in particular, the Urban Area Section. Realizing that you are leaving before the Convention, I am wondering who will be responsible for this vital area after you leave and, also, if you will offer my assistance to whoever it might be.

Again, it was a pleasure, and I do wish you the best of luck in your future endeavors.

Sincerely,

  
Walter S. Brooks  
Executive Producer,  
Urban Affairs

WSB:sls

## MONONGAHELA JUNIOR HIGH SCHOOL



## DEPTFORD TOWNSHIP PUBLIC SCHOOLS

1555 GOOD INTENT ROAD

DEPTFORD, NEW JERSEY 08096

JOHN E. BENFER  
VICE PRINCIPAL

*Copy for Ken Clark*

PLEASE REPLY TO:  
TANYARD & BANKBRIDGE ROADS  
SEWELL, R. D. 4, N. J. 08080

September 6, 1968

Resources Division  
Educational Television  
NEA  
1201 16th Street N.W.  
Washington, D.C.

RECEIVED  
SEP 10 PM  
D.A.V.I.

Dear Sir:

For the first time there will be an Educational Radio and Television on the Island Nation of Cyprus. This will be a great advancement for the cause of education since Cyprus has so many remote villages cut off from the main stream of life, limited access to books, and no university whatsoever.

My brother-in-law has been given the job of organizing, programming, and producing this pioneer project. Up until now he has been an elementary school principal. He has written me as to where he can turn for information since he has no access to resources of any kind. If you can provide any information on any aspect of educational television, it would be greatly appreciated.

You may send the information to me and I will forward it to Cyprus, or you may write directly to him:

Mr. Theoklis Kougiialis  
Makarou 7(3rd) 31  
Engomi/ Nicosia  
Cyprus

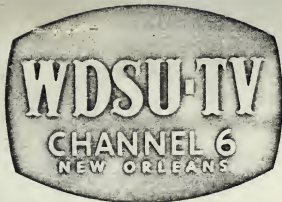
Thank you very much.

Sincerely yours,

*Esther Pavlides*

(Mrs.) Esther Pavlides,  
Speech Therapist





WHAT CAN I DO? - Public Service Announcement #2

(:60)

CONTINUITY DEPT.

VIDEO

POLITICAL MEETING

WORDS "WHAT CAN I DO?" QUICKLY  
FLASH ON AND OFF SEVERAL TIMES.  
ALTERNATING BLACK ON WHITE, THEN  
REVERSE; BOLD TYPE.

MEETING SCENE

DISSOLVE TO REGISTRATION OFFICE.  
1ST WOMAN ENTERS WITH NEGRO  
COMPANION.

AUDIO

WOMAN

I have several neighbors who agree with our ideas on what needs to be done in our area, but they've never even registered to vote. I've heard this is a problem throughout our ward and I know something should be done about it, but I'm only one person. What can I do?

ANNOUNCER (ECHO CHAMBER)

What can I do? What can I do?

CHAIRMAN

You're in the best position to take action. We've found that one excellent way to increase registration is for well-informed voters to accompany their neighbors down to City Hall to register.

WOMAN (APPROACHING DESK)

Good morning. I'm Ellen Smithson. This is Joan Linker. She lives in the 37th precinct and would like to register to vote.

REGISTRAR

Okay. Has she completed Form 274 on resident requirement information?

(more)

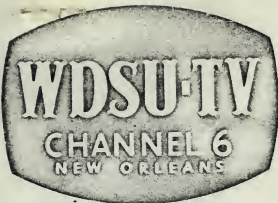
WOMAN

No, I don't think she'll need that. She's not a new resident and has her birth certificate and rent receipts to show residence.

ANNOUNCER

You've probably asked: "What can one person do?" This is one answer: help register voters.

SUPER COPY, "WHAT CAN I DO?" LARGE  
BOLD TYPE, FULL SCREEN. SCENE  
CONTINUES.



WHAT CAN I DO? - Public Service Announcement #1

(:60)

CONTINUITY DEPT.

VIDEO

TWO WOMEN IN KITCHEN - TALKING  
OVER COFFEE

WORDS "WHAT CAN I DO?" QUICKLY  
FLASH ON & OFF SEVERAL TIMES.  
ALTERNATING BLACK ON WHITE, THEN  
REVERSE; BOLD TYPE.

KITCHEN SCENE

DISSOLVE TO SUPERMARKET - 1ST WOMAN  
PUSHES SHOPPING CART UP TO STORE  
MANAGER.

AUDIO

1ST WOMAN

Sure, I'm for racial equality, and good employment for  
Negroes, but I'm not an employer. I'm only one person.

What can I do?

ANNOUNCER (ECHO CHAMBER)

What can I do? What can I do?

2ND WOMAN

Look, you can do plenty. You're a consumer. You represent  
economic power to the people you do business with. Have  
you let them know how you feel?

1ST WOMAN ( SLOWLY & THOUGHTFULLY)

No, I guess I haven't.

1ST WOMAN

Mr. Williams, I've been buying here every week for several  
years now and I've got a question. Why do you have so few  
Negro employees and why are they only in the lowest jobs?

STORE MANAGER

Well now, Mrs. Jackson, I'm sure you can understand my

problem. I know what you're talking about, and that's going to come, but I wouldn't want any of my customers to think we were rushing things here.

1ST WOMAN

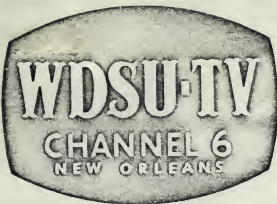
Well, I'm one of your customers, and I think you're delaying things. You've got some employee turn-over and I think it's high time you start hiring qualified Negroes and training, too, if necessary.

ANNOUNCER

SUPER COPY, "WHAT CAN I DO?" LARGE BOLD TYPE, FULL SCREEN. WOMAN AND STORE MANAGER CONTINUE TALKING.

You've probably asked: "What can one person do?" This is one answer: encourage equal employment opportunities.





WHAT CAN I DO? - Public Service Announcement #3

(:60)

CONTINUITY DEPT.

VIDEO

BLUE-COLLAR NEGRO WORKERS IN  
FACTORY.

WORDS "WHAT CAN I DO?" QUICKLY  
FLASH ON AND OFF SEVERAL TIMES.  
ALTERNATING BLACK ON WHITE, THEN  
REVERSE; BOLD TYPE

FACTORY SCENE

DISSOLVE TO "PROJECT" TYPE STREET  
SCENE

AUDIO

1ST MAN

I know that most of the people in the area where I live  
don't want any trouble and wouldn't think of starting  
any. But some wild stories get started that get people  
riled up and they sweep through the whole neighborhood  
in minutes. I know most of 'em probably aren't true,  
but I'm only one person. What can I do?

ANNOUNCER (ECHO CHAMBER)

What can I do? What can I do?

2ND MAN

Man, that's how a lot of the trouble starts. From  
rumors and people gettin' all shook up about things that  
never happened. Next time you hear one of them wild  
stories try and check it out. I'll bet you find they's  
nothin' to it. Then all you gotta do is convince people  
to cool it.

3RD MAN

Hey, man, you heard all them sirens a while ago?  
Cat down the block says that's the cops. Says he heard  
they's gonna raid the playground and pull in all the  
kids for nothin'. Musta been 'bout twenty cop cars.

(more)

We oughta get over there.

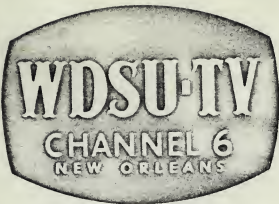
1ST MAN

Now wait a minute. Go tell that cat he's fulla hot air, and tell everybody else, too. I just called the police to check on that story and they told me them was fire engines. A greasy ole stove in that restaurant 'cross from the playground caught fire and they sent extra engines to make sure it didn't spread.

ANNOUNCER

SUPER COPY, "WHAT CAN I DO?" LARGE  
BOLD TYPE, FULL SCREEN. SCENE  
CONTINUES.

You've probably asked: "What can one person do?" This is  
one answer: help prevent the spread of rumors.



WHAT CAN I DO? - PUBLIC SERVICE ANNOUNCEMENT #4

(:30)

CONTINUITY DEPT.

VIDEO

TWO WOMEN ON BENCH IN SHOPPING  
CENTER MALL

WORDS "WHAT CAN I DO?" QUICKLY  
FLASH ON & OFF SEVERAL TIMES.  
ALTERNATING BLACK ON WHITE,  
THEN REVERSE; BOLD TYPE.

MALL SCENE

DISSOLVE TO P.T.A. MEETING.  
1ST WOMAN IS RECOGNIZED &  
RISES.

SUPER COPY, "WHAT CAN I DO?"  
LARGE BOLD TYPE, FULL SCREEN.  
MEETING SCENE CONTINUES.

AUDIO

1ST WOMAN

Our school has been a bit slow bringing about true  
integration, but I'm only one person. What can I do?

ANNOUNCER (ECHO CHAMBER)

What can I do? What can I do?

2ND WOMAN

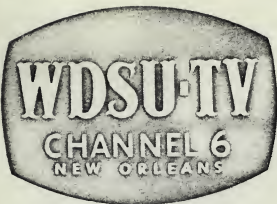
You should get your P.T.A. to take a stand.

1ST WOMAN

Madam President, I would like to introduce a resolution  
urging complete integration of both our student body  
and faculty.

ANNOUNCER

You've probably asked: "What can one person do?" This  
is one answer: support school integration.



WHAT CAN I DO? - Public Service Announcement #5

(:30)

CONTINUITY DEPT.

VIDEO

TWO BUSINESSMEN AT LUNCH

WORDS "WHAT CAN I DO?" QUICKLY  
FLASH ON & OFF SEVERAL TIMES.  
ALTERNATING BLACK ON WHITE, THEN  
REVERSE: BOLD TYPE.

LUNCH SCENE

DISSOLVE TO MEETING OF BUSINESS-  
MEN

SUPER COPY, "WHAT CAN I DO?"  
LARGE BOLD TYPE, FULL SCREEN.  
MEETING SCENE CONTINUES.

AUDIO

1ST MAN

I know a trade organization like ours should have some  
Negro members, but I'm only one person. What can I do?

ANNOUNCER (ECHO CHAMBER)

What can I do? What can I do?

2ND MAN

I suppose you could bring it up at the next meeting.

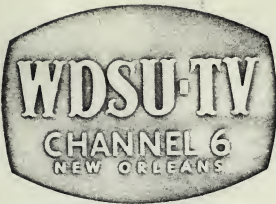
1ST MAN

Mister Chairman, I move that our membership committee  
immediately begin inviting Negroes in our field to  
join our organization.

ANNOUNCER.

You've probably asked: "What can one person do?" This  
is one answer: work for the integration of civic and  
trade organizations.





WHAT CAN I DO? - Public Service Announcement #6

(:30)

CONTINUITY DEPT.

VIDEO

HUSBAND & WIFE AT BREAKFAST.  
(UPPER MIDDLE-CLASS KITCHEN)

WORDS "WHAT CAN I DO?" QUICKLY  
FLASH ON & OFF SEVERAL TIMES.  
ALTERNATING BLACK ON WHITE, THEN  
REVERSE; BOLD TYPE.

BREAKFAST SCENE

DISSOLVE TO COUNCILMAN'S OFFICE

SUPER COPY, "WHAT CAN I DO?"  
LARGE BOLD TYPE, FULL SCREEN.  
COUNCILMAN SCENE CONTINUES.

AUDIO

WIFE

I know the city should be doing more to provide  
recreation facilities for the poor, but I'm only one  
person. What can I do?

ANNOUNCER (ECHO CHAMBER)

What can I do? What can I do?

HUSBAND

Well, why don't you write to our City Councilman?

COUNCILMAN (DICTATING)

Dear Mrs. Blake...Thank you very much for writing to  
me about playgrounds and pools in poor neighborhoods...  
period...paragraph...I can assure you that...

ANNOUNCER

You've probably asked: "What can one person do?" This  
is one answer: let your elected officials know how you  
feel.

August 30, 1968

Mr. Nelson Price  
TRAFC, Television, Radio and Film Commission  
The Methodist Church  
475 Riverside Drive  
Room 420  
New York, New York 10027

Dear Mr. Price:

It was good to visit with you and Ben Logan.

As I indicated, we have advised all NER stations that "Night Call" is available to them under the terms we discussed. I utilized the wording in your promotional material in a "Memo to Managers" that will go out of our office on August 30.

I'll be interested in learning about any added affiliates (or even any inquiries) that may result.

You asked that we provide some subject matter topics for "Night Call." A list is enclosed. It was prepared by Ken Clark, currently on a 90 day assignment with NAEB to develop information regarding programming being done by educational radio and television stations. I learned after our visit that Ken planned to develop some information about your program. My apologies for not putting you in touch with each other while you were in Washington.

The suggestion that "Night Call" originate from the Sheraton Park Hotel during the 44th annual NAEB Convention on November 21 (Thursday) has met with great favor from other staff members. I hope we can work out the details and I'll be getting in touch with you shortly after Labor Day to work on this. If you see reasons developing why an origination from the convention would not be possible, I'd appreciate hearing.

The Instructional and Professional Services Division of NAEB has a convention session scheduled involving telephone call in programs. I believe you will be hearing from either Lewis Rhodes or Robert Maull regarding that special interest session. I believe they will ask for Del Shields to participate in that session.

page two  
Mr. Price

August 30, 1968

This is a firm invitation to either you or Ben Logan to be a panel member in a Special Interest Session planned by NER at 10:30 am to noon on Friday, November 22. The general theme of the session will be "programming for the Disadvantaged." We hope to present three or four program formats currently being utilized and hear excerpts from the programs. In addition, we would want background comments from a member of the production staff.

Please let me know if you or Ben will appear so that we may work out details. NER asks panel members to pay their own expenses. I wish it were not so but it is -- and I wanted to advise you before you make a commitment.

Sincerely,

Robert A. Mott

RAM:lk1  
cc: Ken Clark  
Lew Rhodes

Enclosure

# The Urban Coalition

1815 H Street, N.W.  
Washington, D.C. 20006  
Telephone: 347-9630

CHAIRMAN: John W. Gardner

CO-CHAIRMEN: Andrew Heiskell / A. Philip Randolph

September 5, 1968

Mr. Kenneth Clark  
National Association of Educational Broadcasters  
1346 Connecticut Avenue, N.W.  
Washington, D.C.

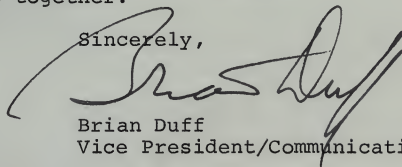
Dear Mr. Clark:

Your proposed format of an all black panel and moderator discussing urban problems with white "reactors" asking questions has me intrigued. I'll admit I have trouble envisioning men who have the ability to contribute to the discussion that John Gardner and Fred Harris have being limited to asking questions. I can see men of this caliber on the panel and in on the discussion while you let savvy newsmen ask the questions. But you didn't ask me.

Still, my basic doubts about the viability of the format get in the way of my recommending candidates for participation. Under your ground rules I would suggest some very knowledgeable professionals, such as some of the top staff members of the Kerner Commission or the people who did the research for the last of the "Of Black America" series. This kind of person could bring clinical objectivity and a possession of factual information to the discussion. (So could a really well-informed newsmen.) I am afraid the philosophers would be badly cut up.

I hope this negative reaction to our first encounter doesn't put you off. I think there are useful things our two organizations can do together.

Sincerely,



Brian Duff  
Vice President/Communications



radio des moines

# KDPS

88.1 fm

DES MOINES PUBLIC SCHOOLS

DEPARTMENT OF RADIO AND TELEVISION  
1600 GRAND AVENUE  
DES MOINES, IOWA 50307

TELEPHONE: AREA CODE 515  
MANAGER 284-7768  
STUDIO 284-7723

September 3, 1968

Mr. Ken Clark  
National Educational Radio  
1346 Connecticut Ave., N. W.  
Washington, D. C. 20036


Dear Ken:

First, thank you for the very flattering comments about KDPS  
and especially our philosophy.

Second, I hope you can help me find a program about each of the following: Stokley Carmichael, Rap Brown and Malcolm X. Specifically, what we are seeking is a 15 minute in-school program on each to help round out the "Negro in America" series produced by WNYE. Any ideas?

Third, you may be interested to know that when our black "DJ" Ezell Wiggins left for college last week, that we were hung for a replacement and finally were forced to announce that "Soul Session" would be taken off the air. The next morning I got a call from a young Negro asking if there was anything that could be done and indicating that he would like to "give it a try" because "it is the only thing we have" in Des Moines. He indicated that every young person he had talked to in his community liked and listened to the show and didn't want it to go off, but didn't know what they could do to keep it on! Well, to make a long story short, thanks to the initiative of one young person, many will keep "the only thing" they have. Chuck Holloway is the young man's name - and I wish there were more like him!

Thanks,

  
Dwight E. Herbert  
Radio Director

DEH:jc

MARYLAND  
EDUCATIONAL  
CULTURAL  
BROADCASTING  
COMMISSION

September 6, 1968

Mr. Ken Clark  
NAEB  
1346 Connecticut Avenue, N.W.  
Washington, D.C. 20036

Dear Ken:

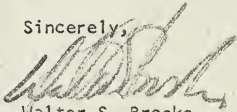
Just a brief note to let you know what a pleasure it was meeting and talking with you last week in your office and at lunch.

As you know, I had the pleasure of attending the National Black Power Conference in Philadelphia. I must report that I found a great deal of acceptance on exploring the utilization of public broadcasting. Hopefully, the job you are doing and the breakthroughs that are coming up will continue so as to make public broadcasting really relevant to all of our needs.

I wish also to again offer my help in any way in relationship to the up-coming NAEB Convention and, in particular, the Urban Area Section. Realizing that you are leaving before the Convention, I am wondering who will be responsible for this vital area after you leave and, also, if you will offer my assistance to whoever it might be.

Again, it was a pleasure, and I do wish you the best of luck in your future endeavors.

Sincerely,



Walter S. Brooks  
Executive Producer,  
Urban Affairs

WSB:sls

FEDERAL COMMUNICATIONS COMMISSION

WASHINGTON, D.C. 20554

September 4, 1968

IN REPLY REFER TO:

Mr. Ken Clark  
Project Director  
Program for the Disadvantaged  
National Association of Educational Broadcasters  
1346 Connecticut Avenue, NW  
Washington, D. C. 20036

Dear Ken:

The response will be heard, not seen.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Nick Johnson', with a long horizontal flourish extending to the right.

Nicholas Johnson  
Commissioner

P. S.

I'm still listening.

C O M M U N I C A T I O N S

PREPARED FOR THE 3rd INTERNATIONAL CONFERENCE ON BLACK POWER  
PHILADELPHIA, PENNSYLVANIA AUGUST 29 - SEPTEMBER 1, 1968

WORKSHOP:

THE ROLE OF COMMUNICATIONS IN  
DEVELOPING BLACK NATIONHOOD

"A POINT OF VIEW"

by

Walter S. Brooks  
Executive Producer, Urban Affairs  
MARYLAND PUBLIC BROADCASTING



## ROLE OF COMMUNICATION IN DEVELOPING BLACK NATIONHOOD

To discuss the above subject with meaning and depth, I think we should first attempt to discover exactly what we are talking about!

It seems to me that there are some issues and points that need examination.

One; The many different directions and points  
of view.

Secondly; What do we want exactly to communicate  
and to whom?

Thirdly; Why do we want to communicate it?

To discuss the role of communication we must first attempt to define communication.

If we can agree that in a narrow sense it would mean "to impart or to make known" we can proceed to define its role in our development.

Further, if the conference purpose of "forging a Black peoplehood and Black nation in thought, experience, and to establish a variety of techniques, workable methods and alternate strategies" is agreed upon, then communications will play the major role.

The theory or practice of communications has existed since time immemorial; that is, the communications of one to one - one to many - many to one. The ability and method of communicating is the very simple principle of sending and receiving. For example, Y wants to communicate with X. If it is direct, then the only problem facing Y is sending or putting the message in a way or form that will be clearly understood by X.

While it has always been a very difficult problem, given the responsibility of sending and receiving (what one or many say and what one or many receive) - - it is now very critical in terms of the complicated technical media that have been devised. For example when you begin to deal with various media (i.e. television and radio) the job becomes extremely difficult. That's not to say it would be impossible to send and receive the messages clear and exact, but only that unless the sender is sensitive to the needs of the receiver a break down is more likely.

Given the above analysis, I would summarize and illustrate the above by pointing out that where at first mass communication was accomplished by print, it is now possible through radio and television to communicate immediately and on such a massive scale that man's entire being is subtly and psychologically affected through the influence, and I submit persuasiveness of present day communication methods.

In the past we had to rely primarily on the "grape-vine" word of mouth and often times the reporting was inadequate, because of changes en route and because of our lack of a system or systems that would give us complete knowledge and a true picture. This we can understand because of the very conscious and sometimes unconscious efforts made by all of the news media (and even those who have served our community) to enasculate us and perpetuate the oppressive racist system that disfranchises, colonizes and enslaves us.

Now that we have begun to move meaningfully to the area of communications, I would urge that our objective to communicate should be based on a high degree of integrity, to make known honestly and fairly and to avoid certain past practices of the communications media. If we can do this, then the projection of our thing and the revolution, would be a very simple task.

To discuss communications in relationship to Nationhood would again prompt us to define a state of nationhood. While I will attempt to avoid the philosophical and intellectual rhetoric, I will perhaps lean toward the understanding that the geographic locations of the Black nation in America is anyplace there is a large concentration of Black people. The point I will stress as a personal opinion is that the critical area of nationhood and the area we must deal with on an urgent basis is the "state of mind".

Given the fact that as a group of people we occupy large crucial sections of this country, it is unfortunate that we do not control them. The absolute need for self-government of these areas and the control of the power, wealth, and resources will only be met providing we develop a basic concept of ourselves! This position demands that we see and clearly understand the problem. It's not just political, economic, or cultural, but the entire abuse of humanity. I would further submit, that as someone once said, "Freedom is a state of mind". Until we, as a beautiful race of people who have survived impossible conditions and oppression can absolutely perceive ourselves as not being underprivileged, wretched, psychologically ill-equipped, etc., etc., etc., etc., we cannot even begin to develop a nationhood. To underscore this I would submit that the primary solution to achieving nationhood is the establishment of communication and agreement among Black people, for the purpose of achieving.....a universal "Black State of Mind".

This is made evident by the fact that a large segment of the Black community has been brainwashed into accepting the white America's characterization of the revolution. This in turn, has often led to conflict, name-calling and in some cases, being at war with ourselves.

This is very evident when some who are defined as militants or moderates perceive themselves as such, and act or react accordingly. If the above point of view has any validity then I would submit that perhaps one of the culprits or factor is the role played by television and radio.

When the late Dr. Martin Luther King made the statement "lacking sufficient access to television, publications and broad forums, Negroes had to write their most persuasive essays with the blunt pen of "marching ranks" he hit upon a very key and crucial point. If we had control or the influence of the critical media at that juncture of the struggle, who can say, but that now we wouldn't have a much clearer prospectus.... That the characterization would not have been more in tune with the aspirations and objectives we have always sought.... That a point of view big enough to capture the imagination of all Black people would not have developed. To offset and illustrate this I would like for us to examine some of the things that are now being attempted by television.

In Florida a daily television program "Its Our Bag" has a magazine format with a variety of features. One segment of the program called "We Are History" enlisted the help of united Black students of the University of Miami.

Los Angeles "Black Perspective" a series that gives the southern California Black press an outlet.

San Francisco "Blacks Blues Black" a series featuring Ghanaian Journalist-Actress-Playwright-Singer Naya Andelon.

Milwaukee "Blackboard" a weekly series of soul music and discussions of its meaning - Black history, culture, etc.

Chicago "Our People" a magazine format featuring news, entertainment and public service.



Detroit "In Your Own Interest" a discussion format.

Washington D.C. "Blackboard Girl" a phone-in program that talks the language of the ghetto.

Boston "The Drum" a series described as a "station within a station" geared to the Black community.

Minneapolis "Black Voices" a program which showcases black art, theatre and history. The idea of the program, is stated at the top of each show: "Black Voices is for Black people, but anyone can watch, can listen, can think".

There are many other things in the area of television that are now in progress, but we have yet to go beyond scratching the surface in terms of a simple form of communicating within the Black Community.

I would present for discussions that as we deliberate on the formation of a National and local Black communication system, we consider not only the question of how we can use television and radio, but more important, how we can protect ourselves against the impact and ramifications of white controlled media.

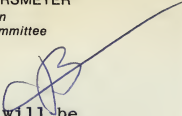
Therefore, I recommend the adoption of the following concept, to be achieved through all of our communication efforts...

"The Black state of mind, is the begining and should be in the final analysis the determining factor on which our nationhood will be developed."



*From:* C. WREDE PETERSMEYER

*Chairman  
Information Committee*

A handwritten signature in blue ink, consisting of a large, stylized 'B' or 'P' shape, is written over the text.

I think you will be  
interested in some  
ideas on how busi-  
ness can contribute  
to solving the nation's  
social problems that  
are suggested in this  
talk by CED's Chairman,  
William C. Stolck.

COMMITTEE FOR ECONOMIC DEVELOPMENT  
477 Madison Avenue, New York, N.Y. 10022

FOR RELEASE: 12 noon

*Ken*

Thursday, September 26

BEYOND PROFITABILITY --  
DEFINING CORPORATE GOALS

By

William C. Stolk, Chairman,  
Committee for Economic Development  
before the  
National Association of Business Economists  
September 26, 1968

Mr. Reeder's generous introduction reminds me of the wife who read the fortune-telling card her husband got from a penny weighing machine. "You are a leader," she read, "with a magnetic personality and strong character -- intelligent, witty and attractive to the opposite sex." Then she turned the card over and added, "It has your weight wrong, too."

I welcome this opportunity to talk to you. Both the National Association of Business Economists and CED are greatly concerned with the American corporation's responsibility to help solve our country's serious social problems -- urban development, civil rights, and education.

Business economists are in a key position to inform top management about the hard facts and the practical possibilities of dealing with these problems. You help management define corporate goals which determine how and to what extent the corporation invests its resources. And you have the professional skills to devise means of measuring the return on such investments.

It has become imperative for business to undertake social responsibilities on a major scale. This is urgently required because of government's demonstrated inability to deal with many of these problems effectively -- under conditions of political influence, inexperience, and profligate use of tax money. Business has the talent and experience to lead the way by enlisting the resources of our economy in solving our national problems. And there isn't the slightest doubt in my mind that business must now assume the responsibility of this leadership if we are to avoid chaos.

The question is how to do it.

As a long-time member of the association of chief executive officers, I have much sympathy with the plight of my colleagues. A chief executive who really would like to commit enough corporate resources to help solve our major social problems faces the prospect that the directors will consider him a starry-eyed philanthropist -- the stockholders will feel he is wasting their money -- the investment funds will dump his stock because such crackpot management may reduce earnings -- the



competitors will take advantage of their lower costs to undermine him in the market -- and even if he surmounts all these the government may foul it all up for him anyway. So it is no wonder that many chief executives are testing the water gingerly and looking around to see who is getting his feet wet.

As one who has been thoroughly immersed in these problems, I am going to suggest some ways in which corporations can organize and carry out their social responsibilities more effectively.

The first step, I believe, is for the chief executive officer to appoint a qualified senior executive to manage the corporation's public business just as systematically as its private business. This man should be an executive vice president and a director. Public business is an ideal area for the man who has risen through the corporate hierarchy to become a finalist in the competition for the presidency, and who might be lost to the company unless he has a fresher and more challenging assignment than a secondary spot in the new executive setup.

Our executive vice president for public business should be a director because this area of corporate activity deserves the involvement of the board. The qualification for outside directors should include knowledge and competence in the broader social, political, and economic affairs that affect the company. Two or three of these directors could constitute a public business committee of the board along with

the chief executive officer and the executive vice president for this activity.

Within the company, the executive vice president for public business must have the corporate resources necessary to do the job. This means staff -- particularly some of the bright, young tigers who are often bottled up in the more rigid line bureaucracies, and the idealistic college graduates who have been passing up business for the Peace Corps and the Job Corps.

And it means money. Since the company has a clear self-interest in improving its social environment, this activity should be considered just as much a part of the true cost of doing business as any other costs -- raw material, sales expense, power and light. The monies required for improving the social environment should be budgeted and managed as any other operating budget.

The public business of the corporation is, in fact, a line not a staff function -- on exactly the same level as manufacturing and marketing. This approach completely changes the meaning of corporate execution of its social responsibilities. As a working line department of the company, the public business group must be equally accountable for its performance and produce satisfactory results.

Now that we are organized, how do we tackle the job?

The public business group, including particularly business economists, should start by making an inventory of all the problems and opportunities. One type of problem, for example, is that which the corporation has actually created -- such as air and water pollution. It is fair to say that most corporations now understand that they have the primary responsibility to clean up their own "messes" -- and to use natural resources in such a way as to maintain their value for others.

The opportunities for corporations to apply their resources to help solve broader social problems is less clear because, for the most part, they have not been examined either imaginatively or systematically.

Looked at this way, there is almost no social task to which some corporation could not make a significant contribution. This is because our corporations have absolutely unique capabilities in research, technology, and managerial skills -- and these are precisely what is needed. If Aerojet General and North American Aviation can apply systems analysis to pollution abatement and public transportation for the State of California; if Litton and ITT can run education and job-training camps for the Job Corps -- why should not every corporation find an area of social improvement that matches its capabilities.

After completing the inventory of social problems and opportunities, the public business group should develop a strategic plan -- the corporate resources, both money and talent, that would be required; the priorities; the relationship between the company's piece of the problem and the responsibilities of others in industry and in the governmental sector; and the results to be attained, both for the corporation and for society. This provides the basis for establishing a public business budget and going into operation.

At this point, we face three important considerations -- profitability, burden-sharing, and the private-public sector relationship.

I think there are two ways to deal with the profitability problem. One is for the corporation to be clear about what it requires to do the job -- including tax benefits, specific types of government assistance, or other inducements. The appropriate public authorities then could determine whether the results would be worth the costs, in light of alternative ways of getting the job done.

The second is to reexamine our traditional concepts and measurements of "profit," many of which haven't changed since Adam Smith. We have all heard speeches by heads of companies -- I have made some myself -- stressing the fact that people are the company's most valuable asset. The speech goes something like this: "We can build factories, build machines and laboratories



but we must have people to manage them profitably." Yet, we capitalize the buildings and machinery but the investment in aid to education is treated as a philanthropic activity -- and we don't even bother to measure the benefits. If we treated it as a capital investment, the money put into education would go up dramatically.

Another factor to consider is what it costs not to do the job. The cost is corporate, employee, and shareholder taxes to pay for the efforts of public agencies. In many instances, the corporation probably could enhance its profitability by doing the public business job at lower margins, or it could break even, instead of paying the taxes for somebody else to do it -- perhaps badly.

The problem of burden-sharing is very closely related to profitability. Industry is spending more than \$3 billion a year on air and water pollution abatement, and it is estimated this would have to be increased manyfold to bring the problem under control. I'm sure there are very few chief executive officers -- even with strong social consciences -- who would relish the notion of quadrupling their company's expenditures on pollution control unless they were sure all their competitors would be just as public spirited.

The result is that business generally proceeds by the lowest common denominator of industry action -- or inaction. Government then has to take over and set the standards that industry

could have established for itself. Business pays most of the bill, which is almost always higher than if industry had done the job in the first place, and it gets the blame for foot-dragging while the government gets the credit for acting in the public interest.

It doesn't take much intelligence to figure out that this is self-defeating. And it isn't too difficult to find a better way. The machinery is already in place -- the industry or trade associations. All we have to do is turn them around: convert them from rear-guard defenders of the status quo into instrumentalities for collective industry action in the public interest.

The industry association is the place where corporate public business executives can bring their proposed action programs -- sort out who does what -- decide on a fair apportionment of the costs -- and work out a detailed industry plan and time schedule for solving the problem. There need be no antitrust difficulty, and there is every indication that government, as well as public opinion, would welcome such initiatives.

If one or two leading companies in our major industries would take strong leadership in this direction, we could get results very quickly. I had some personal experience in helping set up Keep America Beautiful when my company and other packaging producers were threatened with legislation that would have outlawed disposable containers to prevent unsightly litter. It was fairly easy to persuade all diverse segments of the industry to adequately

finance the program to deal with the problem. The service clubs, national parks associations, state and local organizations, all understood we would see the job through because it was in our self-interest to do so.

I believe this approach has very great possibilities -- not just for burden-sharing but more positively for effectively mobilizing the economic resources required to help solve major social problems which are too big and costly for any single company. In some areas we are beginning to apply the industry-wide approach to the hiring, specialized education and training of unemployables. Similarly, corporations in the construction and related industries might jointly supply materials for ghetto rebuilding projects -- or for the new, stepped-up low income housing program -- at much lower margins than would be the case in their regular course of business.

Most of the major trade associations have done this sort of resource mobilization job in wartime, and the government facilitated it by permitting the lifting of certain peacetime restrictions. There is every reason why we should do the same thing in the comparable kind of national emergency we now face.

The resources are available in the private sector to make the critical contribution to solving our urban, civil rights, and educational problems. Total business sales last year, for example, were more than \$600 billion. Just a few per cent of that, applied to the operating costs of those businesses, and added in an organized and equitable fashion to our present efforts to improve our social environment, would make a massive difference

without impairing the economic strength of American business in the slightest. And it would be money well invested. It would come back in increasing long-term profitability, in holding down the tax burden, and in assuring an environment for business growth and prosperity.

Now, a word about the private-public sector relationships. I think it is obvious that business and government must develop the same kind of effective partnership in social problem-solving that has been achieved in wartime. This will be helped enormously by business organizing itself for effective action on those aspects of the problems it can best handle -- by being quite clear about what it will take in the way of reasonable profit incentives -- and by measuring the results of its social investments. We must insist that government do likewise -- develop an effective organizational structure out of the present hodgepodge of agencies, define its areas of greatest competence, and also measure its results.

Government, for example, should pay the bills for general education and other functions of general benefit to the community. It must maintain the conditions -- particularly of high employment and steady growth -- under which the private sector can function effectively. It is precisely in this area of private-public sector relationships and performance that CED has made its greatest contributions.

My remarks have been an attempt to indicate some of the ways in which the great and critically-needed resources of private enterprise can be applied to public purposes. And I hope I have stimulated your own thinking about the role of the business economist in this process.



Date: August 31, 1968

From: Arthur Hungerford

To: Dr. George Bair, Chairman Employment Practices Committee

This will be "self-typed" but I'll try to keep it legible. I want it to reach you just ASAP. If you agree, these abstracts of what's going on - constructively - can be sent out to all of our stations as encouragement for them to develop local patterns with some of the same goals. As I see it, these abstracts can be one part of our final report to the Board and the membership; the remainder being our resolutions and any other comments you'd care to make.

I have enjoyed - if that's the word - working with this committee and while I have serious reservations about some of the tactics I've observed in the process, I do believe that the end result will be positive and helpful to NAEB and to those member stations which wish to make progress in helping America solve this enormous social problem.

My position on our last resolution needs a word of final explanation. I voted against it because it is unrealistic and potentially dangerous. NAEB is a professional organization - true - but not to be compared in strength with the American Medical Association (to which I say thank goodness in one sense). I've seen the time when the whole batch of RTV stations were wanting to leave NAEB for less reasons than the application - or threat of same - of some punitive policy. The Civil Rights Act is the law of the land and FCC already seems to be ready to apply it to all stations regardless of size while many other type operations will be deferred because of small size. I say let FCC apply the regulation and until they have failed to do so I see no point in anticipating that they will. So let FCC be punitive and let NAEB do all it can to help those stations which want to solve this problem honestly and constructively. I think we will be pleasantly surprised how many educational broadcasters fit this more pleasant mold.

Now to the abstracts:

1. American University - WAMU and Roger Penn. This is the 2nd year of their Urban Broadcasting Workshop, a University-Industry Project. Most of you have seen the brochure. With the help of school counselors, NAACP, Urban League, etc., high school juniors of promise are selected from schools in center city (Washington) and provided a tuition-free, intensive, one-month summer workshop. Free lunch is provided and when more money can be found, carfare will be paid too. Most of these students (about 17 each year) have had no exposure to, or thought of, broadcasting as a career. In this second year some of the first year "graduates" have been picked up on work-study programs, scholarships, etc., and probably 10 of them, at least, will enter college, several in broadcasting majors. Roger Penn will assist any university or station which wants to try this successful formula. Financing is by donations from commercial broadcasters. (We would hope that educational broadcasters would help too. The amount is small and should be a natural for foundation support)

2. The Paterson Project - David Berkman. Xerox developed a basic educational package and several skills packages, including motion pictures for example, which was successfully tried out in Paterson with drop-outs and equivalent from ghetto conditions. Now these materials are available to any group which wishes to undertake a similar project in their own city. Contact Berkman at Xerox - 600 Madison Ave. NYC

3. WNYP - New York Seymour Siegel. For 5 years WNYP has collaborated with the George Westinghouse High School (Technical) to provide instruction and practicum for 25 students each year who seek a First Class FCC License. Requirement is high school graduation and the ethnic mix has turned out to be about even thirds of whites, blacks, and Puerto Ricans. WNYP's UHF station is the "laboratory" for the instruction, and guarantees a job although this has been no problem with some students going into allied fields such as computers.

Siegel also provided a tip on accomplishing one's purposes of hiring minority groups when civil service is involved. Where direct recruitment is unspecific - intentionally - to avoid discrimination it becomes difficult to discriminate "in favor" of minorities. But transfer from other departments is easier and then you know the person you are trying to transfer.

WNYP has been running a film program with input of summer interns selected for exposure to city government.

Siegel also makes point that if you really want to accomplish anything you have to go beyond looking for qualified people on a non-discriminatory basis. You have to hire minorities and train them. (Berkman points out, however, that direct recruiting of negro teachers and educational administrators can be productive. There is a large pool and it is very easy to teach them what they need to know about radio and television). Barraea points out that we should make all kinds of suggestions to our stations as to where and how they can find minority people with the qualifications or potential which we need for success in ITV, ETV and Educational Radio. One specific in NYC and perhaps elsewhere - National Alliance of Business Men who will put up \$ 3,600 for the training of such people (Berkman).

4. South Carolina ETV Commission George Bair The S.C. ETV Commission is participating and historically has participated in the work-study program sponsored by Allen and Benedict Universities. The program serves the dual purposes of helping minority students continue their education while introducing them to the fields of education and television as potential careers.

The Commission recently received funding from Ford to do a series of programs - and find a continuing format - for matching young negroes to job opportunities available to them.

The Commission also is negotiating with two of South Carolina's Technical Education Ventrers to develop television technician training curricula.



My notes say that Steis and McIntosh also have programs which should be reported more fully than I can (since I left the main file with Mott in Washington) so please do so in separate memos to Bair.

5. WNBT - NYC - De Satnick. With the cooperation of the IBEW union a student (part-time) can work 20 hours per week at WNBT as a kind of apprentice @ \$ 2.75 per hour or \$ 55 per week for 6 months. The trainee will then be considered for an opening at WNBT and if and when hired gets \$ 127.50 per week to start and in two years \$ 218 per week as specified by the union contract. This is more than \$ 10,000 per year. (I can't think of any other place in our society where one can progress more rapidly than that)

6. Brooklyn College - Gene Foster. He will give broadcasting courses to students recruited under the SSWK program; students who have potential but need up-grading before they can compete fairly with other college level students. In this way he will lighten their academic diet and also attract potentially good students into broadcasting. He hopes to offer these students all of the broadcasting courses over the next three years. A commercial radio station in NYC is talking to him about recruiting a negro boy with potential; provide half-time work for him at the station and maybe more than half-time pay so he can attend Brooklyn College for broadcasting instruction. Brooklyn College tuition is free at the present time.

7. WGVE - Gary Indiana. This is a high school station (radio) and this seems to be a growing pattern. It will be moved to a technical high school. Now it is in an essentially white school. The technical high school will draw from all over the city. At present 35 students are in the radio broadcasting program. 23 are non-white including several Mexican and Puerto Rican students. The point in including this is that educational stations could work with selected high schools and work out an arrangement of provide facilities for schools which wanted to teach broadcasting but which did not yet have fax, specially in ghetto areas.

8. KSPS-TV Spokane Deyrol E Anderson. This September they will have 6 full-time cameramen and lighting technicians screened by Youth Opportunity Corps. All will represent minority, poverty and drop-out families. Their salaries will be paid by cooperating businesses - not by the school district which runs the station. This provides staff to the station they could not otherwise afford and helps the disadvantaged in a productive way.

9. KCTS-TV Seattle - Loren Stone. Has created a special position - Equipment Technician - and hire minority people for it and encourage them to go to school simultaneously so they can be up-graded ASAP to Television Technician. Will recruit and train a producer-director also. They already have some minority personnel on staff and are constantly trying to improve the ratio.

10. WHYY-Philadelphia Warren Kraetzer reports that they attempted a trainee program for minority persons last year but ran into difficulty with the union in regard to production and engineering assignments. However, they intend to try again this Fall.

11. WVIZ-TV - Cleveland Betty Cope reports that they have tried to "swallow" the expense of training negroes but finds it pretty frustrating when after 6 months of investment of time and effort the commercial stations woo them away with higher pay. She wishes there was some way to guarantee the loyalty of those she trains but with educational salaries this is difficult.

12. WDCN-TV Nashville - Bob Shepherd reports that they - along with other (commercial) broadcasters - have accepted groups of 8 - 12 students from high school. The program goes through the year, apparently in non-class hours about 2 hours per session with about 12 sessions in the "course". Each station takes a group.

13. WBFO - Buffalo proposed a satellite station in the ghetto but couldn't get any funding for same. I suppose they would have helped responsible ghetto residents get it going and then turn it over to them.

14. KDPS FM and TV Des Moines. John Montgomery reports that they are currently working in cooperation with the Des Moines Public Schools in the training of high school students in the areas of radio and television production, communication electronics, commercial art, etc. The input is multi-racial although he implies no special effort to recruit minorities.

15. WQLN - Erie - Bob Chilesler reports a training program whereby they offer part-time employment and job training to young negroes - three at a time. Also working with local anti-poverty council.

16. KERA - Dallas Bob Wilson reports that as he takes over the station he finds no members of minority groups on his staff. He goes on to say

"As a result I have undertaken an active campaign to recruit people from these minority groups for training positions and positions of responsibility by Channel 13. I have spoken to the head of the Urban League and he has put me in touch with several people who we are now writing and determining whether they could come to work for the station.

"I have not yet had the chance to contact Negro colleges in the area, though this will be done within the next two weeks. The school I think we would especially develop a great working relationship with is Bishop College.



"I'm deeply concerned about our present status and I am making every effort to improve it."

It is on that note I leave with a restatement of my position that it's people like Wilson I want to encourage and help rather than hurl veiled threats at others who may not be so positively motivated. Let FCC be negative if some organization must be so. We will be positive.

Arthur Hangerford 

PS. I realize that to single out the above examples for reporting I have not reported on many other efforts which were noted by stations replying to our questionnaire. The essence of all such comments is recorded on the tabulation sheets and further analysis of them may swell the list of examples noted above.

AH

CC Members of Employment Practices Committee  
 Members of the Board of NAEB  
 Harley  
 Fellows  
 Clarke  
 Marquis  
 Mott  
 Niven

August 30, 1968

Mr. Raymond Shirley  
Director  
Department of Radio Services  
The University of Tennessee  
14 Ayres Hall  
Knoxville, Tennessee 37916

Dear Mr. Shirley:

I received your letter of the 28th this morning and want to answer immediately. I am sure I do not have all the solutions to your questions, but let me try.

First, let me say that you are surely not alone in your concerns about doing anything dramatic in the way of changing an image that has been intelligently and carefully built over a period of years. Marjorie Newman, Manager of WFSU-FM in Tallahassee wrote to me recently and expressed the identical thought. I think her answer, which I quote in part, is similar to your own:

"As is probably the case with many educational radio stations, we have on the basis of past programming built up an audience that is sophisticated, well-educated and in middle to higher income brackets. This has been a barrier to our broadcasting programs intended directly for the disadvantaged. I feel that unless we devote a sizable portion of our broadcast day to this group we could not interest it in listening to FM even if sets were available. We have therefore aimed our productions at the audience we know listens, hoping to promote action on its part since many of these listeners are in positions in the community in which it is possible to do so."

"Success" is a relative term and neither you nor I will ever really know the full extent to which other FM stations are achieving it in their programs by, for or about the Disadvantaged. I can say that some of these stations report positive reception to their programs (word-of-mouth, letter, telephone and press coverage); but none of these stations can afford much formal audience research and are obliged to rely on these admittedly old-fashioned methods. It is fair to at least say that their communities are responding (and it isn't all positive) in several ways; the stations are enthusiastic

Page 2

August 30, 1968

To: Mr. Raymond Shirley

From: Kenneth R. Clark

about what they are attempting; they seem to be accomplishing some good things in giving voice to people long neglected (be the recipients Negro, Puerto Rican, Mexican American, migrant workers, American Indians, or poor Whites). In several cases there appears to be a direct link between station programs and positive community action. I do know these stations are committed to make a definite effort in this area with or without cost to themselves. Sensitive issues have been raised and aired publicly; official toes have been stepped upon; there has been criticism against the stations. However, I do think it is also fair to report that none of these stations are considered "radical". None have been in "hot water" very long and all ultimately see their program judgements vindicated.

I can also report that all of these stations shut down their transmitters at night with a clear conscience (and that includes stations in Tennessee, Missouri, Florida and Louisiana). I think the point is that our country is locked in a domestic crisis of enormous dimensions. The problem will not go away by itself. On the contrary, I am of the personal belief that the worst is still ahead of us. The NAEB feels that non-commercial broadcasting has an obligation to get into the mainstream of this crisis and make a valid contribution.

There is no question of "pressure." We both know this association is in no position to pressure its member stations, nor would there be any value in trying. However a clear philosophical position is emerging within the NAEB that is in tune with the realities of 1968. I think it will stand any test, withstand any contrary opinions. Why? Because there is scant choice to do anything else in light of what is happening in America. This, of course, is one reason for my reports to both radio and television stations. The NAEB wants to stimulate a national dialogue on the issue, but I think there is also real advantage in letting stations know they are not alone in this, that sister stations are already fighting these battles and are winning them every day.

Now, having said all that, let me come back to the specifics of WUOT. Who is to say that your station is not already doing everything it can do? You are producing your own materials in the human relations category. You do carry NER and other materials on these subjects. But I note that you say you have offended some and "they have remained loyal to us." It seems to me you already are finding your own answers. Whether you should do more or less is entirely up to you. WUOT must perform its unique broadcasting services within the context of the Knoxville listenership, against the framework of your own special circumstances. Only you can best determine how much effort your station can reasonably make and in what manner.



August 30, 1968

To: Mr. Raymond Shirley

From: Kenneth R. Clark

For WUOT to dramatically begin programming Soul Music makes no sense unless you have a really purpose. Who listens to WUOT? Are you convinced your listeners are not interested in that kind of music? I cannot answer that; you can. Might you have a larger audience, perhaps even a more devoted audience if you went more heavily into reflecting this issue? I don't know; you do.

I don't think anyone can give you adequate answers because no one other than yourself can possibly understand what WUOT and Knoxville mean to each other. No two stations are alike; that is part of the joy of broadcasting in this country. These specialized "images" are incredibly varied as you know even within a single city. Your letter suggests some concern over whether WUOT is doing as much as other stations. I don't think that is relevant. You are doing things; you are making an effort. Whether that effort should be more or less is up to you. Maybe Marjorie Newman's idea of tailoring her programs for the Disadvantaged clearly and specifically to her educated audience, knowing that audience is in a position to work changes, makes sense within the WUOT context.

The real impact on listeners as a result of human relations programming varies from station to station. I cannot give you a clear cut answer. Nor can I tell you if regular listeners dropped away. My reports do give a contact person for each station discussed. You might find relevant answers, perhaps even surprising answers should you want to write directly to these people.

I think there is a misunderstanding about the obligation of any station in this perplexing and ephemeral thing called human relations. No station is expected to forget its loyal listenership. No station is asked to alter its image overnight, or even ever. But Life changes. And the people who listen to radio change within themselves and from one generation to another. The status-quo in broadcasting just doesn't exist. It isn't the nature of the medium.

Many stations have found that the more deeply they involve themselves in the human predicaments of their communities, the more fully they play an active role, the more challenging and satisfying become their places in those communities.

I don't really think WUOT has a problem, and I hope the program reports have not suggested anything of the kind by comparison. The reports are designed as a means of sharing ideas, nothing more.



Page 4  
August 30, 1968  
To: Mr. Raymond Shirley  
From: Kenneth R. Clark

Some stations are happily "pirating" from this information, and that is good. Other stations are simply pleased to learn what is going on in other shops. But just knowing what is going on can promote a number of positive avenues. If nothing else, it can fire our imaginations and encourage us to stretch, to seek, to explore and to finally turn the mirror back on ourselves and ask, "Is it enough?"

The measure of effectiveness of these programs is different for every station. There are no general rules. We are writing rules today and changing them tomorrow. I urge you to write some of these other stations and put your questions to them. I think you'll find some of their answers remarkably useful.

Sincerely yours,

Kenneth R. Clark,  
Project Director

KRC/edl

P.S. I cannot resist pointing out the nomination of Julian Bond for Vice-President by the Democratic Party last night!



# EDUCATIONAL TELEVISION STATIONS

A division of

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PHONE: 667-6000 • 1346 CONNECTICUT AVENUE • WASHINGTON, D. C. 20036

August 30, 1968

## Ninth Report on Programming for the Disadvantaged Ken Clark, Project Director

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From Richard K. Doan, writing in TV Guide:

"If Americans by the millions wind up this summer feeling that, next to politics, the topic they've been deluged with on television is black vs. white attitudes, that will be just fine with a lot of TV people - black and white.

It's exactly what they've hoped for: to make as many people as possible painfully aware of deep-seated racial biases -- and maybe grimly determine to outgrow them.

... it is too early to know how much and how well these TV programs got through to the people they needed to reach. The unpredictability of events in these days of joltingly unexpected developments rules out comfortable expectancies."

And from Bill Greaves of BLACK JOURNAL:

"... The black man has been kept out of the mainstream of American life, and the white community has got to get on its bicycle and try to reverse this. One thing these programs may do is generate enough interest by the white community in the black man's concerns to help restrain those white morons who are throwing fuel on the black community."

And Finally, Perry Wolff of CBS:

"We've got to change some attitudes. We've shown too much of the Saturday night Negro; we've got to show the Monday morning Negro, the Tuesday Negro. I just don't want to be fiddling when Chicago burns."

Were you fiddling when Chicago "burned" this week? Some stations weren't. Let's talk about them.

\* \* \* \* \*

The South Carolina Educational Television Center is readying its new series, THE JOB MAN CARAVAN for early September airing. It is a cycle of eighteen half-hour programs.

Each program will build around the "Job Man", Bill Terrell as host. Terrell, Black and tuned in, comes out of Memphis, is a graduate of Fisk University and enjoys a following as one of Columbia, S. C.'s top D.J.'s.

Each week the show goes on location to tape segments in Black communities representing a cross section of South Carolina living. Large and small urban communities will be underlined with a few forays into rural areas. This is how it works:

The Mobile Unit Caravan rolls into a Black community. The area has already been researched to determine job availabilities and requirements. Presence of the truck has been heavily promoted in advance. Loudspeakers beckon a street audience with Soul Music. Three Black girls -- attractive and attractively dressed alike -- are billed as "Jobettes" and they handle interview chores and pass out verbal and printed job information from the "Job Man Desk".

A Black entertainer, usually known to the audience will accompany the truck and will work with Bill Terrell -- doing a few numbers and chatting with those who show interest in job possibilities. A number of interviews will be taped between Terrell and local unemployed citizens.

Why the location work? Because there's a need to wed local jobs to local residents, to prove success at home possible. In addition to the hard job information and entertainment elements of the remote segments, two other kinds of information will be available: (1) Training programs for unskilled people and (2) Advice to drop-outs to get back to school, finish up and then job hunt with more going for you.

This taped, remote segment will then be joined with in-studio elements for each program. For example, there will be a series of short (45 sec.) how-to-do-it bits offered by Black experts on grooming, how to dress and act in an interview, how to prepare a personal resume, how to present yourself to the company receptionist, etc. Then, the series expects a "name" entertainer for a single number.

The show also plans to include success stories of young people usefully employed in the community, will offer information about testing procedures for job applications and will discuss guidance and training opportunities throughout the state.

Transitions between the three remote and three studio segments of each program will be low keyed with Soul Music in the background

with the video emphasizing pictures of employed young Blacks and supers telling what the jobs are.

The series does not expect to work miracles. But it does expect to stimulate job interest, motivation and application to eighteen South Carolina Black communities.

CONTACT: Henry Cauthen, General Manager

\* \* \* \* \*

WCVE, Richmond (Central Virginia Educational Television Corp.) has an historical series ready for a September 16th debut. Titled AMERICANS FROM AFRICA: A HISTORY, the series will explore the topics in thirty programs. The objectives are explained this way:

"In the crisis atmosphere of today, there is an urgent need for wider understanding of the Negro's part in American history, life and culture. A course on educational television that traces the story of the Negro American from the African background to the present should contribute significantly to improving human relations.

The three major goals of the course will be:

1. To make teachers, students and other viewers aware of the significant role played by Americans from Africa in the development of this country and to provide them a basis for appreciation of the important contributions made by Negroes to American life and culture.
2. To assist teachers to broaden their knowledge of the neglected subject of Negro history, thus enabling them to present in their classrooms a more informed analysis of the roots of the crisis that now confronts the nation.
3. To provide all viewers a broader perspective for assessing the demonstrations and disturbances featured in news media currently."

Dr. Edgar Allan Toppin, Professor of History, Virginia State College, Petersburg, Virginia will teach the course which is being offered for graduate and undergraduate credit throughout the state. This is the kind of informed television we need more of. Our history books have committed the sin of omission long enough. WCVE is doing something about that.

The series will be nationally available through the Great Plains National Instructional Television Library of the University of Nebraska.

CONTACT: Mrs. Mary Anne Franklin, Program Director

\* \* \* \* \*



WFSU, Tallahassee had great success this summer with BETTER LATE - THAN NEVER, a series of frank and honest discussions of social problems directly affecting the station's coverage area. The series was so well received that it has niched a permanent place in the Fall schedule.

Exploring such topics as junior and senior high students and race relations, drop-outs, civic leaders, the church, and the college student, BETTER LATE - THAN NEVER offered a vent, an outlet to anger and expression that could have taken less positive courses. Clayton A. Roehl, Program Manager, says, "WFSU-TV has found that people will talk if given the chance - that most people - white or black, have something to say - something that they consider to be important, and whether they say it over a medium, such as television, or with a brick through a store window, depends largely upon which opportunity is present at the time!"

WFSU believes what it has learned from BETTER LATE - THAN NEVER and, as a consequence, is readying two new series for Fall which are in essence an oblique approach to racial tension programming.

Tallahassee is the home of two universities, Florida State (predominantly white) and Florida A & M (predominantly black). WFSU now proposes to give a voice to A&M. FAMU FORUM, a weekly quarter-hour new program - for community audience - will be written, edited and presented by Florida A&M students who will also fill all production positions including that of Director. WFSU will closely supervise production at the outset and will continue to train the production crew as the series evolves. It is hoped that those students who demonstrate competence will then be hired as part time staff as are Florida State students.

Florida A&M's football team is a perennial winner, in the Southeast, yet the total coverage of the games is a weekly 6 minute report on the local commercial station. WFSU plans to produce a weekly half-hour program with A&M's football coach, hoping the show will add to local Black pride in showcasing this type of accomplishment through sports.

MAYBE TOMORROW offers a black boy and a white girl as principal characters in a program about children in the three to five year old group. The program is stated from the viewpoint of this age of innocence and is figuratively seen through their eyes. What is seen is a world in which the only race is the human race and all people are brothers and sisters. It is what the world could, should and will be at some time in the future - maybe tomorrow. MAYBE TOMORROW is a quiet quarter hour statement of values that can use constant re-statement. Original music scored for the program underlines the theme.

NO NEWS ISN'T GOOD NEWS is a one time program that studies the relationship between the news media and their coverage of the cause and effects of violence. Combining footage shot in disadvantaged neighborhoods with discussions between news personnel, civic leaders and members of the Black community, NO NEWS ISN'T GOOD NEWS will try to suggest how a better informed society of both Whites and Blacks can cooperate in the avoidance of violence.

CONTACT: Clayton A. Roehl, Program Manager

\* \* \* \* \*

I want to call your attention to two peripheral ideas that may or may not make sense to your station:

1. a do-it-yourself kit originally distributed by WYES, New Orleans, and
2. a project called DROPOUTS ANONYMOUS originated by commercial stations KFRE and KFRE-TV, Fresno, California.

The Kit, enclosed for your information, was mailed to 5000 community-minded residents of New Orleans. A much larger mailing is now being readied. The specifics of some of the elements are clearly localized, but with some changes the Kit could be utilized in any market. The sample is strictly FYI; it is an interesting, and relatively inexpensive peripheral contribution any station, large or small, can make to bettering human relations.

\*

DROPOUTS ANONYMOUS was launched in February, 1966 by KFRE and KFRE-TV to help young people stay in school. The initial project lasted one full year and was also adopted by the other Fresno, Cal. stations in a city-wide effort involving all broadcast outlets.

Allow me to quote from the forward to a brochure prepared by the stations which best explains the purpose:

"DROPOUTS ANONYMOUS is a continuing campaign, in announcement form, offering aid and moral support to high school students about to drop out and to older youths and even adults who never completed high school.

It brings the potential dropout together with one who has already faced - and solved - a similar problem.

DROPOUTS ANONYMOUS will elicit response of a depth and intensity that is hard to predict. Late at night, the fourteen-year-old who is pregnant and terrified, the handicapped enrolled in courses he can't handle, the "A" student whose uneducated parents want her to quit school and bring home her weekly paycheck, the listless, the forgotten, the lonely, to whom the invitation to call

DROPOUTS ANONYMOUS is a beacon light of help, a ray of hope, a sign that there is someone who will listen and help."

An organizing committee was formed under the Fresno Community Council representing schools, hospitals, Armed Forces recruiting offices, fraternal and civic clubs and community service organizations.

That group in turn was and is supported by a much larger number of people on standby call. Some of these volunteers man telephones on regular shifts. Many are simply available for referral calls.

These volunteers were deliberately chosen for their religious, racial, ethnic, economic and educational backgrounds. When the "key receptionist" decides that a particular committee member could communicate more effectively, that volunteer is asked to make the contact.

It should be noted that because the cooperation is so broad-based in the community, support of local newspapers as well as competing radio and television stations in the market is willingly given.

The KFRE and KFRE-TV role was one of initiating the project and of providing the publicity to keep it moving. Once started, the program was turned over to local citizens' groups to administer. But the broadcast facilities remain an integral element of the project through announcements and attendant publicity.

The major appeal is to listeners and viewers who are contemplating dropping out of school or who have already left school. The suggestion is made repeatedly that they telephone for assistance "now" to a number in service 24 hours a day.

The answering service has a roster of nine outstanding civic leaders especially trained to counsel in this area of social problems. The answering service is given the personal schedule and availability of each of the nine leaders every day. More than one is easily reachable at any given moment.

Each counselor is asked first to determine the motivation causing the problem of the telephone caller - family maladjustment, need for a job, military service and so on. The counselor then encourages the caller to get in touch with the appropriate social agency, referring to a specific person and offering to set up an exact appointment time.

A detailed brochure, which explains the entire DROPOUTS ANONYMOUS project with specifics of how to start and implement the program in your area, is available free of charge. I highly recommend that you write for it to: Guy Farnsworth, Community Relations Director, KFRE-TV, P. O. Box 144, Fresno, California, telephone 209-268-6441.



A similar technical facility has been made available since July of this year whereby anyone can call a number in twenty four hour service and be directed to a trained person, knowledgeable about drugs, their abuse, their use and where to get help. As a public service, this "drug-call-in" idea is really catching on in the KFRE-TV coverage area. Most of those receiving calls are adults, but the list also includes some young people who have gone the "route" with drugs themselves and can answer the phone with first hand knowledge of the problem.

\* \* \* \* \*

NEXT WEEK: A look at sources outside the individual stations where programming can be found that relates to human relations.



29 August 1968

Mr. William Harley, President  
National Association of  
Educational Broadcasters  
1346 Connecticut Avenue, N.W.  
Washington, D.C. 20036

Dear Bill:

I have written to Ken Clark to commend the NAEB's reports which consider educational broadcasting's growing involvement with ghetto communities. It is because Ken will shortly terminate his consultancy that I am writing. The beginnings that he has made are significant. I think it necessary that these beginnings not only be continued but be expanded.

Strong as eloquent speeches and meaningful conferences may be, your special reports are the strongest possible testimony on our behalf in programing designed for the disadvantaged. I hope you will give the continuance of this project a priority position in your plans for the next several months.

Sincerely,

Edward J. Pfister  
Director  
Information Services

EJP/mh

bc: ✓ Ken Clark  
Ray Gladfelter

THE UNIVERSITY OF TENNESSEE  
DIVISION OF UNIVERSITY EXTENSION  
14 AYRES HALL  
KNOXVILLE, TENNESSEE 37916

DEPARTMENT OF RADIO SERVICES  
RADIO STATION WUOT  
STATE RADIO TAPE NETWORK  
TENNESSEE HIGH SCHOOL SPEECH AND DRAMA LEAGUE  
PHONE: 615-974-5376

August 28, 1968

Mr. Ken Clark  
Project Director  
Programs for the Disadvantaged  
NAEB  
1346 Connecticut Avenue, N.W.  
Washington, D. C. 20036

Dear Mr. Clark:

I write this letter with much hesitancy for fear that my motives will be misunderstood. I realize that the popular thing today is to jump on the bandwagon and join in the joyous parade that is supposed to please the great white father in Washington and lead to that fountain to heal all our wounds, federal funds. (By the way, I notice that neither political party convention seems disposed to nominate a 'disadvantaged person' as the vice-presidential candidate. Shouldn't they go out and recruit one, whether qualified or not?)

I have carefully read all of your reports and noted with interest the tremendous success many sister educational FM stations have experienced in programming for the disadvantaged. I am curious to know the FM radio saturation in these disadvantaged areas. Are the stations doing this programming also doing research to determine if anyone is listening or even has the capability to receive the station's programs? Do any of them have utilization people in the field to set up listening groups or do preparation and followup for the programs? What has been the reaction of regular listeners when the station started to program 'soul music', or did they have any regular listeners?

You see, my problem is this. We have spent over twenty years building up a particular image for WUOT and programming a certain type and quality of program. We have managed to survive and even to grow because of the loyal support of an ever increasing number of people. Suddenly we are expected to turn our backs upon these loyal listeners and program for a small segment of the community who can't even receive the station. We have never programmed popular or rock and roll music on this station but it seems we are remiss in our duty if we do not now program 'soul music'. As soon as we did this, there would be an anguished cry from our following and that would be the last we would ever hear from them.

# WETA TELEVISION 26

2600 Fourth Street, N.W.  
Washington, D.C. 20001  
387-1300

William J. McCarter  
Vice President and General Manager

August 22, 1968

Dear Ken:

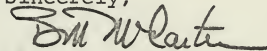
Your reports on programing for the disadvantaged have been an excellent device to keep us all informed as to what has been happening in this vital area, and although WETA is one of the heaviest committed stations in this program area, we find your information most useful.

Included in your 7th report was a reprint from Television Magazine which was certainly a fine capsule study of the activity in this area as well. However, while we're dealing with prejudice, it seems the prejudice we feel in ETV from Broadcasting and Television Magazine borders on the irresponsible. The program hours devoted to the disadvantaged in ETV far outstrips commercial television's contribution and yet this publisher chooses not to recognize a whole spectrum of the American broadcasting industry. I would hope you might find the occasion to call this to Sol Taishoff's attention, for it is he, and he alone, who has made this decision.

Perhaps more important for the present, and on behalf of our staff, may I welcome you to public television in the Nation's Capital and invite you to come see us at your first opportunity. You might like to see our "Jobs 26" project up close. I am going to take a few days off beginning tomorrow. When I return, I'll give you a call and see if we can get to lunch.

With kind regards.

Sincerely,



William J. McCarter



# EDUCATIONAL TELEVISION STATIONS

A division of

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PHONE: 667-6000 • 1346 CONNECTICUT AVENUE • WASHINGTON, D. C. 20036

August 22, 1968

## Eighth Report on Programming for the Disadvantaged Ken Clark, Project Director

"As Television viewers throughout Wisconsin watched, an angry young Negro shook his fist at a slum landlord one night this week, denounced the man's 'rat-infested' buildings and threatened to punch him.

In specific, frequently fiery terms, Milwaukee Negroes presented their complaints on statewide television programs for five nights this week and reached an audience they had never had before.

Names were named and specific practices condemned as the Negroes assailed the Mayor, the police, the school board, businesses, industry and the white power structure in general."

New York Times, May 5, 1968

\* \* \* \* \*

WHA, Madison is doing as much as any station and more than most. The station's most recent major effort was a five day series of telecasts titled THE INNER CORE and examined Milwaukee's black poor.

The programs, produced by WHA-TV were carried by WHA-TV, WMVS-TV and the Wisconsin State Broadcasting Service Radio Network in a mammoth simulcast undertaking that blanketed the state. The series primarily followed a discussion format with approximately twenty main panelists for each program. Participants also came from the studio audience which varied from forty to seventy persons.

Chancellor Donald R. McNeil of University of Wisconsin Extension moderated. Program #1 which ran two and one-half hours long included a 1/2 hour filmed documentary on the basic issue of housing in the Inner Core. Subsequent programs each ran 90 minutes and addressed themselves to education, employment, consumer affairs, police-community relations, and the new generation vs. the establishment.



Reaction from the print media was swift and laudatory. The New York Times made the ringing point that many members of the establishment and principal targets of the black speakers failed to accept the invitation to participate in the series.

Does it all do much good? Well, Mrs. Vel Phillips, an Alderman appeared on the program about housing and commented that Milwaukee would experience violence again. She said, "This is truly going to be a hot, madder summer and I plan to make it so." The day after this program was televised, the Milwaukee Common Council after months of delay unexpectedly passed a strong open housing ordinance proposed by Mrs. Phillips.

Chancellor McNeil felt a wide, conscience-stricken, uninformed audience had been reached, possibly for the first time, by black truth in Milwaukee.

WHA-TV will soon make the tapes available to ETS/PS, Bloomington.

But don't think that's all the station has been doing. In recent months WHA-TV has produced the following list of programs dealing with race relations:

1. "Madison Memorial to Dr. Martin Luther King"  
a 45 minute special aired the day following Dr. King's assassination.
2. "Madison Talk-In"  
a program running nearly 4 hours in which ghetto blacks told what it was like to live in Madison. The station chartered a bus to go to four points in Madison to collect participants.
3. "Chippy Horton's Madison"  
Chippy, a teenage black and two friends showed their own pictures of their neighborhood, chatted about life in a black ghetto and fielded phone-in questions.
4. "The Fourth R - Relations"  
another live program in which any interested person could discuss how Madison area schools were facilitating or not facilitating the understanding of human relations.
5. "Madison Job Talk"  
a phone in show with questions handled by a panel representing employment agencies and opportunity centers.

6. "Madison Human Interaction"  
an hour program that discussed a project in which minority group children from Indiana, Mississippi, Wisconsin and Illinois visited Madison area host families. The purpose of the program: to see how the visits influenced race relations.
7. Again WHA-TV teamed with the state educational radio system to carry live the entire session of public hearings conducted by the Wisconsin State Legislative Council Advisory Committee on the Kerner Report.

The station clearly has a commitment to promote human understanding and interaction with these and other series being planned.

CONTACT: Thomas Rozeberg, Program Supervisor

\* \* \* \* \*

WVIZ-TV, Cleveland is doing an interesting follow-up to NET's BLACK JOURNAL. Beginning with the initial "Journal" program, WVIZ followed live with BLACK JOURNAL - CLEVELAND RESPONSE. The program is hosted by a Black and black guests are determined by the content - art, medicine, law etc. Following discussion of local attitudes, the phones are opened to the home viewer. WVIZ reports solid response to RESPONSE.

Next month, a new series premieres called BLACK PEOPLEHOOD. Written and produced by members of the Cleveland black community, the series will expose their interpretation and evaluation of blacks in politics, religion, education, science and medicine, the arts, labor, business, the community, civil rights, and as innovators.

Each major topic on BLACK PEOPLEHOOD will get an in-depth treatment of 10 one-hour programs. Each program has a steering committee from within the core city appointed by black producer Chuck Richardson.

WVIZ has found that open cooperation with the black community has permitted a workable atmosphere good for everyone. The station is trusted because it leaves show content up to the blacks. WVIZ never decides who will speak on what. As a result, the station is "plugged in" and has no problem with feedback.

A black cameraman and black crew chief are regular staff members, but there is no effort to create an all black production unit, although the station suggests it would not object should such a unit come about.

Not just for blacks but for anyone interested in learning, a series titled WOMEN'S WORLD taught basic nutrition, child care, how to shop etc. Viewing sessions with follow-up discussion leaders were

set up in advance in various community centers throughout the core city and were well attended. Interesting sidelight: a local commercial station carried the series at 6:30 AM; WVIZ cleared 11:30 AM twice weekly.

CONTACT: Betty Cope, General Manager

\* \* \* \* \*

WITF, Hershey early this year started a continuing chain reaction of community involvement using the station as a catalytic agent to investigate and discuss human relations within the station's coverage pattern. What has happened at WITF could very well become a model for other community-minded stations with a similar persuasion toward civic conscience.

It all began with WITF's resolve to become involved with the problems with "people left behind". And that enormous group includes both blacks and whites in urban and rural ghettos, migrant workers, the poorly educated, the non-motivated, the under-employed - in other words, a great and varied segment of the population.

Gathering together a Resource Committee of 100 representing both the Haves and the Have-Nots a decision was taken to act. Appropriately the first series was titled "A Time to Act."

The series lasted one month. Four 1/2 hour documentaries were assembled treating the ghetto in Harrisburg. Each program debuted on a Monday and was replayed each evening through Thursday of that week.

Sixteen mini-town meetings (a total of approximately 1000 people attending) were organized by the station in cooperation with civic groups, each with its own resource leader and an assembly of information experts. The groups watched the TV programs then took up the discussion as the information they had just digested applied to them in their own area.

Friday nights during the month were given over by the station to lengthy open public forums. Forum #1 treated education, #2 discussed housing, #3 took on employment and #4 summarized the entire month's effort.

WITF promoted the series heavily and provided all of the town meetings with brochures of background information.

The local press maintained a curious silence until the end of the month, but since then has joined the adventure in human relations by reporting the station's activities in full.



Some civic authorities in Harrisburg were opposed to the series from start to finish. "A Time to Act" told the story as it was - a story of despair, deprivation and disillusion - a wretched record that many people would have preferred kept under the rug.

But the story was told. Now three of the mini-town meeting groups have formed permanent human relations commissions in their own areas. Minority interests, particularly black, now look to WITF with confidence and trust. Accordingly, planning, execution and feedback have all become easier.

Under a Ford Foundation grant, INTERACT begins at WITF in the Fall. The nine months of programs will especially concern the Harrisburg-York-Lancaster tri-city area.

The subject matter, relevant to blacks and whites alike, structured on a monthly basis goes like this:

October:	Politics
November:	Education
December:	A Smoking Clinic
January:	Urban Welfare
February:	Is Religion Obsolete?
March:	The Honest Generation; youth and the new morality
April:	Megalopolis
May:	Human Rights and the Ghetto
June:	How Fine Are the Fine Arts

Again, the station will work with local civic action groups to stage the mass viewing sessions with mini-town meetings backed up with discussion leaders, information experts and printed resource material.

Each individual subject will be treated through a variety of formats on fifteen separate evenings. WITF reporters will attend the mini-town meetings and a news report of the discussions will be aired on the station's 11:00 o'clock news on those evenings so the groups can see how others are reacting to their reactions to the series. And that is a round robin of community involvement few stations can claim.

In addition to INTERACT, a new series will join the WITF Fall schedule as a direct follow-up to A TIME TO ACT. This program, titled DIALOGUE IN BLACK AND WHITE is designed as a combination discussion and film report on what community action is resulting as aftermath to the earlier series.

"Operation Headstart", a project of the Office of Economic Opportunity, is a household word. But how many of us really understand how it works? WITF thought its viewers should understand. Accordingly, they produced a 1/2 hour program to do just that. Sixteen children (black and white) from the Harrisburg Headstart project came to the studio and were shown in a series of situations that approximated the kind of pre-school experience the project was giving them.



"Headstart" was staged with imagination as the kids were seen going through a number of activities that included singing, story telling, language training and art. Then a scene with two youngsters visiting a Nurse was shown. A puppeteer showed how his puppet was given an ear examination by the Nurse. Then the Nurse examined the hearing of the two children (who had never even seen a Nurse, let alone undergo an examination).

Next came a brief scene showing mothers of the children in group discussion with an OEO psychologist talking about discipline and other child-oriented problems.

Operation Headstart is an enrichment program that gives underprivileged kids a broader vision of life around them before they start school. "Headstart" as done by WITF explained that program with deft creativity.

If Hershey, Pennsylvania and WITF can do all of that and more, one would suppose larger stations in larger cities could at least equal the record. How do you stack up?

CONTACT: Lloyd Kaiser, General Manager

\* \* \* \* \*

Think about WHA's, WVIZ's and WITF's total-community approach as you consider these words from John W. Gardner, Chairman of the Urban Coalition:

"I still encounter leading citizens who say, 'Why try to get all those people into the act? Why don't a few of us get together quietly, and try to solve some of these problems?'

It's a reasonable suggestion, but hopelessly old-fashioned. It won't work for long in any modern city. We won't re-establish stability in our cities until we bring into the same conversation all significant leadership elements in the community.

These elements in the community who are used to exercising power have to learn that paternalism is dead and that the search for solutions must be shared enterprise. All elements in the community have to learn to collaborate rationally in seeking solutions, each yielding some of its pet views."

NEXT WEEK: The South Carolina Educational Television Center

and

The Alabama Educational Network

# WCBS-TV

CBS Television Stations  
A Division of Columbia Broadcasting System, Inc.  
51 West 52 Street  
New York, New York 10019  
(212) 765-4321

Dear Ken:

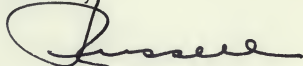
It was a great pleasure seeing you and Caroline in Washington Monday, even though there was some "slippage" in terms of my "efficient arrival."

I found your remarks concerning Black programming most useful, and I hope you will keep me posted on any innovative programming projects along these lines that may come to your attention in the future weeks. Please do send me your program reports, and I should appreciate very much your giving me any information you can find on the station that is planning a psychodrama series.

I hope you and Caroline will have a marvelous experience in Nigeria and that we will have an opportunity to see each other at least one other time before you depart.

Again, my thanks for both an enjoyable and informative visit.

Sincerely,



Russell B. Barber  
Manager  
Community Broadcasts

Mr. Kenneth Clark  
NAEB  
1346 Connecticut Avenue  
Washington, D.C. 20036

August 21, 1968

# MILWAUKEE TECHNICAL COLLEGE

FORMERLY

## MILWAUKEE VOCATIONAL TECHNICAL AND ADULT SCHOOLS

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MILWAUKEE, WIS. 53203

PHONE 271-4341

WILLIAM L. RAMSEY . . . . . Director

August 20, 1968

National Association of Educational  
Broadcasters  
1346 Connecticut Avenue, N.W.  
Washington, D. C. 20036

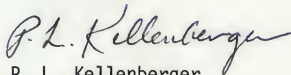
Gentlemen:

Would you please send to me a copy of the "Third Report  
on Programming for the Disadvantaged" which was compiled by  
NAEB's ETS Division and which was listed in the August 1968  
Mass Media/Adult Education Bulletin.

If there is a charge for this report, please bill the school.

Thank you.

Sincerely,



P. L. Kellenberger  
Dean

jml

Clark

BROUDY--(WORK)--962-6833  
(HOME)--654-7120  
ROMANO--(WORK)--962-6834  
(HOME)--931-8409

U. S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
Office of Education  
Washington, D.C. 20202

FOR RELEASE IN A.M. PAPERS  
Thursday, August 15, 1968

HEW-U79

The U.S. Office of Education announced today that its Office of Programs for the Disadvantaged had been designated to receive and process suggestions and complaints of poor people about the operation of Federal education programs.

"I am making this designation," said U.S. Education Commissioner Harold Howe II, "because I hope it will help the Office of Education continue a dialog we began early in the summer, when we met with other agencies of the Department of Health, Education, and Welfare to hear the demands of representatives of the Poor People's Campaign."

At that time, members of the Campaign asked that the Department "establish a national structure and mechanism which provides for continuous input by poor black, brown, and white people in the design, development, operation and evaluation of all Federally funded education programs."

The Office of Programs for the Disadvantaged will receive reports of problems involving education programs supported with Federal funds, review complaints, and seek to determine whether poor persons are being adequately served by these programs. General information about programs affecting the disadvantaged also will be provided.

Dr. Regina Goff, Assistant Commissioner, Office of Programs for the Disadvantaged, promised that she and her staff would seek to provide quick

- M O R E -



responses.

"Perhaps more significantly," Dr. Goff said, "our information function should increase the competency of people at the grass roots level for solving their individual problems. We hope that initiation of this service will help to relieve the frustrations and sense of powerlessness felt by many of the poor and that it will demonstrate our Government's interest in improving their lives."

Dr. Goff's office will respond to correspondence and also provide personal interviews. Representatives of the poor will be able to obtain clarifying information about Office of Education programs and receive help with specific problems relating to programs for the disadvantaged.

The Office of Programs for the Disadvantaged is advising all relevant organizations of the existence of the new service.

###

SAUNDERS--962-8984  
(Home)--589-0741  
BROUDY--962-6833  
(Home)--654-7120

*Clark*  
*Worth noting*  
*CW*

U.S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
Office of Education  
Washington, D.C. 20202

FOR RELEASE

HEW-U83

Sunday, August 18, 1968

Parents will have a larger role this year in determining the educational programs and services to be provided for their children under the Elementary and Secondary Education Act, a Federal program enacted to help educationally deprived youngsters, the U.S. Office of Education announced today.

Revised criteria for projects under Title I of the Act of 1965 encourage increased community and parental involvement in setting the priority needs of the children, the Office said.

Title III of the Act, a demonstration program designed to speed school adoption of educational improvements, already provides for such involvement.

"We hear continually about the need to develop greater understanding between the home and the school," U.S. Commissioner of Education Harold Howe II said in announcing the new criteria. "The attitude of parents toward education clearly has much to do with the academic success of a majority of our children. But for poor people, lack of opportunity for full cooperation between home and school has increased the educational deficiencies of the deprived child.

"There is growing evidence that parents and citizens in many areas feel isolated from their schools. Increased parental involvement can help correct this condition and simultaneously provide greater home support for school efforts in behalf of their children."

The new criteria are to be applied to all new project proposals for the use of Federal funds provided under Title I of ESEA.

journal available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The ERIC system is supported by the Office of Education's Bureau of Research under Title IV of the Elementary and Secondary Education Act, which provides for dissemination of research information.

The areas of specialization of the 19 ERIC clearinghouses and their locations are:

Adult Education, Syracuse University, Syracuse, New York, 13210

Counseling and Personnel Services, University of Michigan, Ann Arbor, Michigan, 48104

Disadvantaged, Teachers College, Columbia University, New York, New York, 10027

Early Childhood Education, University of Illinois, Urbana, Illinois, 61801

Educational Administration, University of Oregon, Eugene, Oregon, 97403

Educational Facilities, University of Wisconsin, Madison, Wisconsin, 53706

Educational Media and Technology, Stanford University, Stanford, California, 94305

Exceptional Children, The Council for Exceptional Children, Washington, D.C., 20036

Higher Education, George Washington University, Washington, D.C., 20006

Junior Colleges, University of California at Los Angeles, Los Angeles, California, 90024

Library and Information Sciences, University of Minnesota, Minneapolis, Minnesota, 55404

Linguistics, Center for Applied Linguistics, Washington, D.C., 20036

Reading, Indiana University, Bloomington, Indiana, 47401

Rural Education and Small Schools, New Mexico State University, Las Cruces, New Mexico, 88001

Science Education, Ohio State University, Columbus, Ohio, 43221

Teacher Education, American Association of Colleges for Teacher Education, Washington, D.C., 20036

Teaching of English, National Council of Teachers of English, Champaign, Illinois, 61820

Teaching of Foreign Languages, Modern Language Association of America, New York, New York, 10011

Vocational and Technical Education, Ohio State University, Columbus, Ohio, 43212



# National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 Connecticut Avenue N.W. Washington D.C. 20036 Telephone 667-6000

EXECUTIVE DIRECTOR  
ROBERT A. MOTT

August 27, 1968

## Fifth Report, Programs for the Disadvantaged Ken Clark, Project Director

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The very great effort being made by non-commercial radio to contribute to a betterment of human relations must be increasingly apparent to all of us. Local programming, tape networking, regional interconnected series, and now an exciting new national service -- the work is being done at all levels, in all markets in a variety of ingenious ways.

This time, let's look at an east coast station, WRVR, New York and a west coast station, KUOW, Seattle, and then examine the project they share with vast America in between -- a series called NIGHT CALL.

\* \* \* \* \*

WRVR, New York has always been up front with fresh ideas and imaginative efforts to include the Disadvantaged. Now in a transitional period, the station does offer a report on one series with much more to come later.

NEW YORK: HISPANIC CITY deals with the cultural aspects of life in New York for Puerto Ricans. Little known outside the city and not always popular in the city, the Puerto Rican "question" gets a positive, attractive treatment in this new series. This is an attempt to explain Spanish Harlem to New York City listeners through the culture of its Spanish speaking residents.

Starting in October, the late night hour-long show will go for a series of thirteen produced by Jeffery Mitchell and Richard Calhoun.

Individual programs now set will consider:

1. Spain's cultural influence in the U. S. posed against an historical discussion.
2. Contemporary Latin American Poets in New York, Part I
3. Contemporary Latin American Poets in New York, Part II
4. Hispanic children in the New York City School System.
5. A look at "flamenco" in New York; is it authentic?



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7. Puerto Rican music in New York ... a discussion
8. Puerto Rican music in performance
9. A discussion of Hispanic community relations
10. A recital of Spanish poetry by several poets
11. A solo recital of Puerto Rican poetry based in African sources coupled with a discussion of racial relations in Latin America
12. Giants among folk and popular singers of Hispanic America
13. Hispanic theater in New York

WVRV recognized that solving the black end of the spectrum of racial understanding is only one answer: NEW YORK: HISPANIC CITY is another.

CONTACT: Walter Shepard, Station Manager

\* \* \* \* \*

KUOW, Seattle has an enviable history in the field. I'll quote excerpts from a recent report by Ken Kager, KUOW Manager who believes that "to do a respectable programming job during and beyond our crisis period, an educational radio station must draw upon all four potential sources of material available to it." Those sources are: (a) Non-Local; (b) Local Public Events; (c) Hard News; and (d) Station-Originated Series. The following definitions are Ken Kager's:

"Non-Local": This category, of course, represents the best being done elsewhere around the nation that has been made available for local broadcasting. When we consider that the local station manager is, in fact, the "gatekeeper" who determines which programs, of all those available to him, are to be offered in his local community, it is apparent that his decisions on such series as TRAFCO's "Night Call," NER's "Seeds of Discontent," and CBC's 1968 "Massey Lectures" have great significance to his overall planning of his race relations effort.

We do not shuffle our feet, stammer, or blush in listing these programs as contributions of KUOW, even though we had no hand in their production. Each, in its own way, is a fine series contributing to mutual understanding. And none would be available to the "up-tight" black and white society of Puget Sound if it were not carried on KUOW.

Local Public Events: This category includes such public events as speeches, lectures, panels, seminars, group meetings, and conference.

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KUOW covers campus and non-campus events, sending crews as far afield as Portland, Oregon. In the past year, more than 500 such special events have been presented exclusively in this area on KUOW. Of these, 75 programs, running more than 82 hours, were on the subject of race relations.

I believe educational stations have a specific and special obligation to broadcast such programs to their local communities. We cannot expect the commercial stations to do this job, except for the occasional "spectacular." We can, and we should -- for there can be no doubt that a single broadcast, almost regardless of the day or the time of day, will reach a great many more people than were present at the actual event.

As a matter of policy, we report all of the racial news, nationally and locally, of which we are aware. This includes the good, the hopeful, and the progressive news -- and the bad, the pessimistic, and the regressive. There is a great deal of both kinds -- daily. We don't editorialize, dramatize, or play down. We simply try to tell it like it is; but tell it.

Station-Originated Series: We believe it is entirely possible for a station to perform well in all of the first three categories of material without doing a really good job on the racial crisis. Each station wishing to excel and to make progress in this area simply must get into the field and originate some of its own unique programming. And it should be highly localized programming."

Part of the scope of KUOW's race relations activities is seen in the program titles listed below (which I offer in full because it is a source of rich ideas):

PROGRAMS PRODUCED BY KUOW  
BEARING DIRECTLY ON RACE RELATIONS

SOUL SEARCH A program co-sponsored by AMS-AWS, the Central Area Motivation program and the Anthropology department. Its aim was to inform students about racial conditions in society and to make them aware of their own attitudes on and off campus. Five programs.

THE URBAN CRISIS: EFFECTS ON THE VIETNAM WAR: GUIDELINES FOR DEMOCRATIC DOMESTIC POLICIES The speaker was Norman Hill, Associate Director, A. Philip Randolph Institute. One program.

SEMINAR ON EQUAL OPPORTUNITIES AND RACIAL HARMONY Seattle City Council sponsored seminar. One program, two hours in length.

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WATTS WRITERS' WORKSHOP One program of their readings. Second program recorded during their appearance at Soul Search. (See above.) Two programs.

THE BLACK STRUGGLE: A THREE DAY SYMPOSIUM OF BLACK PERSPECTIVES Sponsored by the Political Union and the Black Student Union. Floyd McKissick, Floyd McGree, and Jimmy Garrett were the speakers. Three two-hour programs.

ORIENTATION SESSIONS TO SEATTLE'S BLACK COMMUNITY Sponsored by the Council for the Advancement of Human Welfare, Inc., and held at Seattle Community College. Four programs.

SEATTLE'S RACIAL CLIMATE Alfred E. Cowles, Director of the Washington State Board Against Discrimination. One program.

RACE RELATIONS IN SEATTLE Walter Hundley, Director of the Model Cities Program. One program.

URBAN FREEDOM FOR ALL Seattle City Councilman Sam Smith addressing the Committee to Welcome Non-white Citizens to Ballard. One program.

MUSIC EDUCATORS' NATIONAL CONFERENCE: MUSIC FOR SCHOOLS IN THE INNER CITY One program.

BLACK POWER William Booth, Black Power advocate from New York. One program.

URBAN RIOTS Interview with Dr. L. K. Northwood of Social Work. One program.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES MEETING: THE INTEGRATION OF NEGRO HISTORY IN THE AMERICAN HISTORY COURSE Mark M. Krug, University of Chicago. One program.

BLACK POWER Ronald Dellums of the Berkeley City Council appearing at a Soul Search program. One program.

BLACK POWER Stokeley Carmichael, Former head of SNCC. One program.

AFRO-AMERICAN HISTORY University of Washington classroom lectures. Twenty or more programs. (See Appendix I)

THE UNIVERSITY AND THE DISADVANTAGED Taken from the Principals-Counselors' Conference held on campus April 25, 1968. One program.

BLACK TEACH-IN Five programs.

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UNIVERSITY OF WASHINGTON MARTIN LUTHER KING MEMORIAL One program.

PANEL ON PRESS AND RACE RELATIONS Taken from the Spring meeting of the Washington State Association of Broadcasters. One program.

NEGRO-AMERICAN INTEREST IN AFRICA Dr. John Hope Franklin, the nation's leading Negro historian; University of Chicago.

THE NEWSMAN AND THE RACE STORY Four programs sponsored jointly by the University of Washington, City of Seattle, and the United States Department of Justice. Topics:

The Newsman and the Race Story. Edward P. Morgan, Chief Correspondent, Public Broadcast Laboratory.

Reporting the Race Story. Panel with Walter Hundley, Director, Seattle Model City Program; Orvill Luster, Executive Director, Youth for Service of San Francisco; and Edward J. Devine, Symposium Vice Chairman.

Decision-Making During a Riot. Panel with Ben Holman, Department of Justice; Irving Margolis, WRC-TV and Radio, Washington, D. C.; Ron Pinkney, WOL Radio, Washington; Gilbert Gimble, Police Department, Washington.

SEARCH FOR A HISTORY Alex Haley, author who assisted in "The Autobiography of Malcolm X."

INTERVIEW WITH WILLIAM PULLIAM Dissertation by, and interview with, Mr. Pulliam, who has an original idea for political organization and a slate of candidates for each proposed office.

BRINGING A LITTLE COLOR INTO OUR LIVES Panel featuring Dr. Charles Odegard, President of the University of Washington; Dr. Brink, Dean of Social Work; Frank Byrdwell, Student Counsellor; and three students.

PROGRAMS PRODUCED BY KUOW  
BEARING INDIRECTLY ON RACE RELATIONS

WAR ON POVERTY -- WHOSE WAR? Speakers: Walter Hundley, Seattle attorney Jim Munn and others. One program.

THE PROBLEMS OF THE SOUTH Alabama Attorney General Richmond Flowers. One program.

HASSAN HAMAD A Negro student from Egypt, attending the University of Washington, looks at America's race problem. One program.



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REFLECTIONS ON APARTHEID AFTER THE SOUTHWEST AFRICA CASE Professor  
Julius Stone. One program.

THE TRAVAIL OF URBAN MAN Program sponsored by the University's  
Calvin Club. Three programs dealing with the urban environment  
but emphasis on Seattle's Central Area.

REPORTING THE SOCIAL REVOLUTION Two programs from a Sigma Delta Chi  
conference held in Portland, Oregon.

#### CBC PRODUCED SERIES

1968 MASSEY LECTURES Five lectures delivered by the late Reverend  
Martin Luther King, Jr. in the spring of 1968.

#### SERIES FROM OTHER SOURCES OFTEN DEALING WITH RACE RELATIONS

NIGHT CALL Produced in New York City

GEORGETOWN FORUM Produced in Washington, D. C.

NAEB SPECIAL OF THE WEEK Produced in Washington, D. C.

NER WASHINGTON FORUM Produced in Washington, D. C.

SEEDS OF DISCONTENT Produced at Wayne State University, Detroit  
Michigan

A CHANCE TO GROW Produced at WGBH, Boston, Massachusetts

#### AFRO-AMERICAN HISTORY AND CULTURE\* SPEAKERS AND LECTURE TITLES

What is Negro History	Bridgman
Race	Newman
The Early African Empires	Otenberg
The Slave Trade	Williams
The Anti-slavery Movement	Costigan
The Economics of Slavery	Thomas
The Conquest of Africa	Kup
The Colonial System	Kup
African Opposition	Kup

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The Struggle for Independence	Williams
Post-Independence Africa	Winans
The Cultural Renaissance of Free Africa	Winans
Ante-Bellum South	Saum
The Emancipation Proclamation and After	Bestor
"Uncle Tom's Cabin"	Stein
The End of Non-violence	Pease
The Crisis of the Cities	Barth
The Seattle Scene	Smith
Afro-American Culture	Garfias
Special guest lecturer	John Hope Franklin
Black Power and Negro Leadership	Ngubo
The Black Soldier	Burg
The Educational System and the Negro	Goodman
The West Indies	Williams
Brazil	Alden
The Future	Bridgman

CONTACT: Ken Kager, Station Manager

\* \* \* \* \*

Both KUOW and WRVR enthusiastically carry NIGHT CALL, a late night series, Monday through Friday of each week, produced by TRAFCO, the Television, Radio and Film Commission of the United Methodist Church. Nearly sixty other radio stations are also in the line-up for this most unusual phone-in with a twist.

The June 24th issue of Broadcasting carried a full page ad for the series that had this to say:

"Black is a red-blooded American color.

Perhaps if Black and White could listen with their hearts they could hear each other. That's what NIGHT CALL is all about. It's a radio program that lets people air their views man to man. Color to color. Live. From phones anywhere in the country.

After all, a syringe full of junk bites into Black and White skin with the same ruining surge. And a Black mother cries over her child just like a White one does. The problems are pretty much the same; just the characters have different colors.

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August 27, 1968

NIGHT CALL's person-to-person nationwide radio hook up lets Black and White tell it like it is ... each in his own words.

NIGHT CALL lets people talk. And experts on the phone anywhere in the country or world offer answers to some of the problems.

Having a heart-to-heart squawk. (At least it gets people talking. First about their problems. And eventually to each other.)

... if we don't start talking to each other, we'll end up shouting. And there's no telling where we'll wind up after that."

NIGHT CALL crosses regional, urban and cultural boundaries. It can reach 4,000,000 to 7,000,000 persons nightly at the present time. It can secure national leadership at the right time to speak -- to have rumor confronted, to let facts and truth speak in the midst of suspicion and misinformation. NIGHT CALL can be a national town meeting.

These are the unique characteristics of NIGHT CALL:

1. Through new equipment, the series enables points of view from all over the nation to be heard.
2. Issues are current and are discussed live.
3. A nationally or internationally qualified guest is featured each night. The host and guest open the issues then the audience is invited to participate by calling long distance collect. The guest is often on long distance telephone himself, sometimes from overseas.
4. The series is broadcast by both Black and White stations. It is on AM and FM. It is on commercial and non-commercial stations.
5. An independent radio network is established to permit widest broadcast possible station acceptance.

This series is hosted by Del Shields, a black broadcaster with impressive credits in both radio and television. Nelson Price is Executive Producer; Ben Logan produces and Edward M. Jones is Director of Programming.

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Programs for the Disadvantaged

August 27, 1968

Sophisticated equipment, designed especially for the series, permits the caller, the host and the guest to talk together in a normal way, automatically increasing or decreasing volume, providing an over-ride for the host, permitting audience callers standing by while waiting to get on the air to hear the program while waiting on their telephones, and cleaning up poor telephone lines.

A number of breaks are built into the program to allow for commercials or PSA's. Or PSA's are inserted by NIGHT CALL for those stations wanting a complete package.

The series, on the air as of early June originates in the WRVR studios in New York at 11:30 PM (the station provides facilities; it does not produce) and works back to 8:30 PM on the West Coast.

For more information write to: 475 Riverside Drive, Suite 420  
New York, New York 10027

or phone: (212) 663-8900

\* \* \* \* \*

NEXT WEEK:

KFRE, Fresno, California - a commercial station with an idea they are giving away called DROPOUTS ANONYMOUS.

KSLH, St. Louis, emphasizing programs for children of the Disadvantaged.

WLIB, Harlem, suggesting specific action to ease the ghetto crisis with WHAT MUST BE DONE.





# National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 Connecticut Avenue N.W. Washington D.C. 20036 Telephone 667-6000

EXECUTIVE DIRECTOR  
ROBERT A. MOTT

August 20, 1968

## Fourth Radio Report, Programs for the Disadvantaged Ken Clark, Project Director

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Have any of you found that some of your programming for, by or about minority interests has prompted attacks on you or your station? Don't ever feel you are alone if that has been the case. It is common. And will probably become more so as this kind of work continues.

John F. White, President of NET not so long ago discussed this issue in regard to public television. Substitute the word "radio" and what he says is just as applicable to you:

"If public television is ever to become a major force in our national life -- if it is to achieve stature, public respect, and public support -- it will do so not because we were quiet and balanced, but because we spoke truth and spoke it boldly and performed a valuable public service not available in any other place. Don't tell me there are those who would drive you out of town if you did this. I know there are those who will try.

But the simple question is: Will we do what we believe is right or will we do only what we know we can do without ruffling feathers? If we do what we believe is right, and do it well, I don't think they can drive us out of town. Now is the time for conscience to rule our actions; it is not the time for expediency or even for compromise. You cannot compromise with prejudice or ignorance or apathy."

KFJC, Los Altos Hills (Foothill College) is not about to compromise. Far from it. Two weekly series are now in the hard planning stage and when implemented promise to introduce not only a bright new image for the station, but provide a solid public service as well. Untitled at the moment, both series are being supported by the local minority groups for whom they are intended. All daylight hours during each weekend will be devoted to the two series, one with a premise based in legal aid, the other in the area of consumer education.

Program #1, now scheduled as a Saturday entry will aim toward the black community, particularly the East Palo Alto sector. Recognizing that so many black listeners are in ignorance about their legal rights, KFJC proposes to offer a series of legal aid experts, invited to sit in at the station and take phone-in and write-in questions from the listeners. The format will, however, be loose. Talks, discussions, occasional interviews and considerable soul music will make Saturday daytime listening something new just for the community's Blacks. Not only will they have their "own" service, but they can take pride in knowing they have a genuine voice on a station that enjoys considerable listenership.

Program #2, the other half of this program adventure hits for the Spanish-American population. Again, an all day series on Sundays, consumer education will be the significant element. Again, there will be experts to handle the letter and phone-in questions. Spanish-Mexican music will be emphasized. And all talk, be it interview, discussion or question-answer or announcements will be heard in Spanish.

The above listed series are already being talked up in black and Spanish-American communities and when they hit the air should have loyal followings.

KFJC, always an imaginative outfit, also is now piecing together the superstructure for an "open community forum". In this series, the Disadvantaged will become "active participants" in a group setting in airing the problems of poverty and in discussing with recognized community leadership the methods and the programs through which they can overcome their problems. Not only will the Disadvantaged give voice to their feelings, but hopefully will also find some stimulus that, if sustained, can really affect their lives.

Some topics now under consideration for this series include:

"What can we do about inadequate housing in our community?"

"What can we do about the lack of adequate medical facilities?"

"What can we do about up-grading education and improving our schools?"

KFJC isoperating on the premise that where the availability for dialogue exists, there often is an avoidance of violence, a feeling of helplessness and a tacit acceptance of worthlessness.

CONTACT: Stuart Roe, Station Manager

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WKCR, New York (Columbia University) is working under a Ford Foundation grant to ready a sixteen program series for Fall built around a forum idea. The pilot, done this summer, shows real promise.

Titled URBAN FORUM it will rely heavily on ghetto dwellers to tell it like it is. Discussions, interviews and poetry reading will be interspersed to examine the many faces of Black poverty in New York. Poverty of opportunity, poverty of motivation, poverty of basic knowledge ... all this will be a part of the series.

COLUMBIA FORUM, is an on-going series that tackles current issues through lectures and a question-answer format. One hour programs are heard twice each week and consider such topics as social movements, urban riots, violence and protest.

Coming up soon will be COLUMBIA PRESS CONFERENCE with a guest expert featured. Though not always related specifically to the ghetto issues, the series will include appearances by James Farmer and other minority leaders. It is planned as a factual series about people highly involved in current events.

As of the moment there are four Blacks on the WKCR staff ... performing as DJ's (2), one Engineer-Producer combination and one Announcer.

CONTACT: Roger Berkley, General Manager

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WCBE, Columbus (Columbus Public Schools): has been airing a series of fifteen minute programs twice a week for the last three years. It is a modest idea and done without fanfare. But the contribution of PROJECT AIM to improving the lot of minority youngsters in Columbus is incalculable.

Devised to help stem a severe drop-out rate among high school students, PROJECT AIM hits them earlier when they are still in junior high. The series is cased in a simple format. On each program a Black who has achieved in his own life is invited to submit to interview and discussion on how he or she "made it" ... the route they took to success, including the hardships. They also describe in full just what their profession or occupation is all about. They talk as Black people who entered their chosen work with that mark against them. The implication is obvious. If they can do it, so can their young listeners.

The host-interviewer is a black high school student, chosen by his school and carefully coached by WCBE prior to joining the series. A series of "test interviews" were set up in which WCBE staff members willingly submitted to being "guests" while the young broadcaster-to-be sharpened his approach.



The Host makes a point of visiting with his guests well before air time, preferably at their place of work. This not only gives the Host confidence, it unearths a richer vein of information.

Reaction from the estimated six thousand junior (and a few senior) high students who regularly listen to the series has been encouraging. Most of them didn't know the Black guests prior to the series, and it is a revelation to them to realize there are that many successful Blacks in their own city.

What kind of positions do the guests hold? Well, for example, some of those who have appeared are a Minister, Hat Maker, an Attorney, a Judge, a Policeman, a Mason, an owner of a Paint and Wallpaper company, the Assistant Fire Chief, an Assistant to the Governor, a Car Dealer, the Supervisor of the Department of Music for the Columbus Schools, the Assistant Director of Public Affairs at a local commercial television station, a Senior Secretary, a Dentist and a Grocer.

The series discusses the qualifications required for various types of work and gives hints and tips to students in school today as to possible future opportunities in those areas.

Local teachers are high on the series; they are given a brief in advance to prepare the students for the interview. In many cases, the radio guest subsequently has been invited to various school classrooms to meet personally with the students and expand his background for them.

Many local civic groups are helpful to WCBE in finding guests for the series (e.g. the Urban League, the Ministerial Association, local Businessmen's Association, etc.).

Remember the statistics of this series: two guests each week for a period of three years ... and the series shows no signs of lagging.

WCBE is reluctant to take much credit for lowering the Columbus schools drop-out rate. But the rate has dropped noticeably since the series went on the air.

For you station managers who can't afford to get into the movement just now in an expensive way, consider PROJECT AIM. It is a remarkable little series that has the cooperation and interest of students, teachers, parents, school administrators and local civic business and profession leaders. With that kind of backing for the past three years, the series has to be accomplishing something worthwhile.

CONTACT: John H. Sittig, Director Radio, Television and  
Audio Visual Education

\* \* \* \* \*



WBAA, Lafayette (Purdue) is stressing an approach toward assisting poor people in general in their area. The drawing boards are busy at the moment with a planned series (1/2 hour weekly) which will address itself to basic questions:

How do I interview for a job?  
What is a curriculum vitae and how do I put it together?  
Whom do I approach for a job?  
How do I learn about jobs in the first place that are right for me?

What do I look for in trying to find a house?  
How can I finance the purchase of a home?

How do I shop economically?  
Where can I find general consumer education materials?

WBAA is working with the local Human Relations Council on this project and it is hoped that some of the very talented and vocal Black students at Purdue can be encouraged to participate.

Next summer, the station anticipates launching a series of radio workshops for junior and senior high school students in which basic radio skills will be taught with an emphasis given on on-air production experience.

CONTACT: John R. DeCamp, Manager

\* \* \* \*

NEXT WEEK:

WVRV, New York ready for Fall with "New York - Hispanic City", a series relating Hispanic culture of the city's Puerto Ricans to English speaking listeners.

"Night Call", produced by the Television, Radio and Film Commission of the Methodist Church - a national phone in series that is one of the freshest ideas to hit radio in years.



# EDUCATIONAL TELEVISION STATIONS

A division of

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PHONE: 667-6000 • 1346 CONNECTICUT AVENUE • WASHINGTON, D. C. 20036

August 16, 1968

## Seventh Report on Programming for the Disadvantaged Ken Clark, Project Director

John F. White, President of NET speaking:

"If public television is ever to become a major force in our national life -- if it is to achieve stature, public respect, and public support -- it will do so not because we were quiet and balanced, but because we spoke truth and spoke it boldly and performed a valuable public service not available in any other place. Don't tell me there are those who would drive you out of town if you did this. I know there are those who will try.

But the simple question is: Will we do what we believe is right or will we do only what we know we can do without ruffling feathers? If we do what we believe is right, and do it well, I don't think they can drive us out of town. Now is the time for conscience to rule our actions; it is not the time for expediency or even for compromise. You cannot compromise with prejudice or ignorance or apathy."

\* \* \* \*

For this report, I'm including a reprint from TELEVISION which will give you a good cross section view of what our commercial bretheren are up to. The national picture is excellent. They are also on the train.

\* \* \* \*

WGBH, Boston jumped into this thing a long time ago. The momentum is still there.

ITEM: "Volunteer -- Why Bother? zeros in on the tendency of many young people today to withdraw from society rather than actively try to change the things they reject. The program begins with an excerpt from an earlier program, "Lettvin Tuned In" which M. I. T. Professor Jerome Lettvin urges his young audience to "reach out" not "drop out."

The program then turns to students from colleges in the Greater Boston Area who tell of their work in the ghetto and express fear that they may be contributing to the black backlash by imposing white middle-class values on the very people they are trying to help.

ITEM: The big gun at WGBH at the moment is "Say, Brother." Harlem native Jim Boyd who produces, sees the show as a sort of TV newspaper where the positive constructive events and ideas of Boston's black community can be reported with accuracy and honesty.

The program has twin thrusts: (1) to make the Boston blacks aware of themselves in a positive way and (2) to make the Boston whites focus more clearly on a people and a part of their own city they know so little about.

Televised in color, the hour-long program offers news of the black community, a billboard of cultural and social events in the area, Afro-American history, and entertainment.

Bryant Rollins, a former Boston Globe reporter and Bay State Banner editor who is now with the Urban League handles the news. Sarah Ann Shaw, who trains VISTA volunteers, reports on political events and activities in the community and chats with community personalities, reaching for the real views, the real attitudes. And 17 year-old Stewart Thomas covers the Roxbury and environs beat from the teenager's point of view.

The Afro-American history and culture segments are prepared by Roosevelt Weaver of Hilltop House, Marcus Mitchell, Director of the Negro History Museum in Boston, Dr. Adelaide Hill who heads Boston University's African Studies Program plus a variety of guest experts.

Is it working?

Yes, if calls and letters from the white community and a vocal awareness in the black community mean anything. The audience is growing, there is no question of that. It's the kind of show on which anything can happen. In color, viewers find 50 to 75% of the features going live.

News and comment, entertainment (mostly local but including outside professionals such as James Brown) and discussions by representatives of black community organizations make the weekly hour slot a thing to reckon with.

Staffing is Black for film cameramen, the audio engineer, production assistants, the associate director and three associate producers...all whom are paid. Of course it's controversial. For Boston...white and black, it's a whole new world. SAY, BROTHER is important to all of us who, in our own halting way, still believe in the dream.

CONTACT: Hartford N. Gunn, General Manager

WNDT, New York is about to launch a pioneering effort that someone should have thought of doing years ago. The series, funded by a Ford Foundation grant, is titled SOUL! Based freely on the "Tonight" concept of provocative discussion and swinging entertainment, the program will be by Blacks for the two million plus Blacks who live in New York City.

Co-Producers of the series are Ellis Haizlip, a Black who has been co-producing American shows in Europe for the past five-years, including "Black Nativity," "Trumpets of the Lord," and "The Amen Corner." His white counterpart: Michael Landwehr who comes to WNDT from WNEW-TV where he spent four years as special projects producer.

Anyone familiar with the New York scene will recognize the name of Reuben Phillips, former Music Director of the famed Apollo Theater. Mr. Phillips is putting together a combo for the series made up of some of the jazz and rock guests of the city (and they will be mainly black).

Auditions are underway to find a host and talent. Singers, dancers, drama groups, comedians... the full spectrum of entertainment will be recruited for what has to be one of the most exciting and ambitious experiments of this or any other season. If I may hazard a personal guess, it won't be long before the commercial networks imitate this idea in one form or another. But WNDT was there first. We can be proud that "one of ours" had the courage and the imagination to try this.

WNDT has had an integrated staff for years. Blacks there function as producers, production assistants, cameramen, associate directors, secretaries and in development.

A fair number of telephone contacts and letters tell the station programming for the Disadvantaged does reach the inner city. TALKING BLACK, discussed in an earlier program report, helped turn the station on. Viewer response indicated that an intelligent, sensitive and professional effort at digging into the black community was needed, applauded and appreciated. More in this direction seemed obvious. SOUL! is WNDT's response. Watch for more on this series. It could be a milestone.

CONTACT: Christopher Lukas, Director of Cultural Programs

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WCNY, Syracuse is a relatively young station that was determined to be involved from the beginning. The Syracuse "inner city" comprises approximately 20,000 Blacks and it is within the context of that potential viewership that the station has made its programming moves for the Disadvantaged.

Over a year ago WCNY worked out a pilot project with the city schools to take on a group of students teetering on the dropout precipice. Over an eight



week period, the youngsters were trained to be Audio-Visual Aids. They learned about graphics, the use of tape recorders, film projectors and television receivers. This was strictly a voluntary thing after school. The participating schools reported that the trainees, after returning to school, not only performed well with their new technical skills but in general improved in their academic work. WCNY hopes to start a new similar cycle of training soon.

The station is also investigating the feasibility of an internship program for high school students. This would be an on-going activity in which a selected group of promising students would be trained in communications skills through a combined program of instruction and on-the-job training.

One of WCNY's most interesting projects to date was **THE VISUAL GENERATION**, a 90 minute special funded by the Carnegie Corporation of New York in a grant to the Eastern Educational Network. The Executive Producer was Art Irons of the Syracuse station staff.

The program gave disadvantaged kids in various parts of the country an opportunity to look at their own lives and times. Projects in six cities were undertaken, then the films put together by WCNY.

1. In Orono, Maine, the youngsters filmed an essay showing the differences between urban and rural life for the poor.
2. In San Francisco, the Performing Arts Workshop, a theatrical group working with the Disadvantaged was examined.
3. Pittsburgh stressed the performance of a high school jazz group.
4. Syracuse filmed a play written by a 16 year old girl.
5. New York City took up life in a ghetto.
6. Hershey, Pennsylvania offered a slide study (with voice over) of one young man's family.

The resulting production told a great deal about not only the young film makers themselves but about their own unique view toward life.

**BLACK ON BLACK** is a production in the planning stage. Geared for the black community of Syracuse, the hour special once each month will feature two hosts: (1) Ellwood Berry, a former teacher who currently published a black newspaper "The Liberated Voice"; and (2) Miss Eleanor Russell, a 17 year old high school senior who has been active in Youth Opportunity Unlimited theatrical productions.

Utilizing entertainment, the series will follow a loose format to include intensive discussions on local issues. Job opportunities plus local and national

news of Blacks will be pushed.

WCNY reports problems undoubtedly shared by stations in comparable situations: (1) It is a U in a V market; (2) Motivation of the inner city viewers is difficult to stimulate; and (3) Getting the "word" to the viewers about the station programming is not simple. However, viewer response already tapped, suggests WCNY is clearing the hurdles and probably has the most effective station-inner city relationship in Syracuse.

CONTACT: Arthur Paul, Assistant General Manager for Program Operations

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WYES, New Orleans explains the use to which it expects to put a recent Ford Foundation grant in terms of what it calls CRT (Community Related Television).

CRT is an approach toward solid integration of community activity and interest with the best resources of the public television station. With the funds, WYES has planned four new series to go in the Fall. Here is how it looks at the moment:

1. **EQUALTIME** stresses a human relations view of the news. One hour in length, to be aired once each week, **EQUALTIME** film cameras will select an issue or event that will probably not receive intensive coverage by any other station. On the program, the film insert will visualize the news, then a panel of experts will make the thing come alive.

**EQUALTIME's** first topic: the opening of the New Orleans city school system. What is the progress toward an integrated school system fourteen years after the landmark Supreme Court ruling? That is the issue and WYES hopes to take it apart and see what makes it run in an instructive, informative way.

On **EQUALTIME** and the other two new weekly series, a panel of experts will be augmented by a studio audience that will be urged to ask questions. In addition, a viewer phone-in will be a permanent feature. Through the three avenues of examination, the topics treated should get a pretty fair shake-down.

2. **THE NEIGHBORHOOD SHOW**, another weekly, is planned for a two hour format. This will be live. It will be remote, with an emphasis on ghetto visits. The show will be relatively unstructured letting the place tell its own story in terms of

what has currency and significance. Certainly all of the OEO Action Centers will be visited (there are six such centers in Orleans Parish). Sports, money management, shopping tips, housing projects, hospital problems, and a man-in-the-street are all possibilities for this live project which will put the cameras where the action is and let the story grow.

3. COFFEE HOUSE will run an hour and one half. It is explained as an informal "happening" by, for and about university and high school students. Current events, word association exercises, poetry readings and music will all "happen" in a staged coffee house atmosphere. While not slanted particularly toward the Disadvantaged, problems of the poor as well as creative works of ethnic groups will be showcased.
4. MY NEW ORLEANS is projected as a monthly essay combining film, stills and words in an impressionistic view of the city. Each program will be created from the point of view of a different individual or group. Very definitely the ghetto dweller's "mind's eye" picture of New Orleans will be a part of the series.

CONTACT: W. S. Hart, General Manager

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KCET, Los Angeles is back in the report again, this time with a program about a white drama student who helps black teenagers. The 30 minute documentary produced by KCET's assistant director of programming Gordon Hoban with a grant from ETS, tells the story of Steve Kent, a U.S.C. drama student who built the "Watts Towers Theater Workshop" from a crowd of Negro teenagers.

The sensitive program shows Kent working with his group in elementary "theater games" devised to allow participants to work from the inside out, acting out their attitudes, opinions and loves and hates about life. Slowly the group of society's misfits coalesce as a group. Mutual dependence, a sense of rhythm and time and a new power of concentration appear.

Improvisational skits based on the teenagers own ghetto background illustrate their theatrical progress. The program is beautifully photographed by Les Blank who eventually became accepted as a member of the group and, along with his camera rolling, played the "games" that reveal a frightening, lonely, desperate world most of us know little of.

CONTACT: Charles Allen, Program Director

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**NEXT WEEK:**

The Alabama Educational Network stepping aboard with a series on the rural disadvantaged.

WITF, Harrisburg explaining one of the "Headstart" programs.

KEBS, San Diego, emphasizing programs for the Mexican-Americans as well as Blacks but with a local twist.

WHA, Madison continuing a long history of programs for the disadvantaged with "The Inner Core", a stark revelation of life in Milwaukee's ghetto.

Plus a "How to Fight Prejudice Do-It-Yourself Kit" provided by WYES, New Orleans.

\* \* \* \*

And from John W. Gardner, Chairman, The Urban Coalition:

"Our society is in serious trouble. It is a frighteningly complex society. It is undergoing extraordinarily rapid change. It is afflicted with the gravest dissension and internal conflict. If we are to gain command of the problems that threaten to overwhelm us, we are going to need all the talent, all the leadership that the nation can command.

This is not a time for business as usual. This is a time to think and act imaginatively and responsibly to hold this nation together and move it toward a constructive future."





# National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 Connecticut Avenue N.W. Washington D.C. 20036 Telephone 667-6000

EXECUTIVE DIRECTOR  
ROBERT A. MOTT

August 12, 1968

Third Report, Radio Programs for the Disadvantaged  
Ken Clark, Project Director

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William A. Emerson, Editor of the Saturday Evening Post, examined the issue that relates to your work and mine in the August 10, 1968 issue.

"The ghetto is a container for the condensing and storing of undesirable human beings. We are putting these people in vertical filing cabinets called tenements, and we are literally filing them away, stacking them up as high as we can make them climb. Around Harlem and all of the other ghettos, we have dug a cultural moat so deep and treacherous, we have built a wall of deprivation so slippery and high, and we have strung around them a barbed-wire thicket of prejudice so forbidding that even those who keep the will to escape need a terrible bit of luck to manage it."

"People-filing"...a pretty appalling concept. But does the truth of it apply to your community? And what are you as a broadcaster committed to the public interest doing about it?

WPLN, Nashville may surprise you. Caring, and acting on that concern since 1962, the station operates with a fully integrated staff -- not token -- fully integrated. With one exception all black employees come from the ranks of the "disadvantaged." Some were trained on the job under the Youth Corp Project and then employed. The exception is an announcer who had ten years experience in commercial broadcasting before joining WPLN. All were employed because they had something to contribute -- not because they were black.

WPLN points to NASHVILLE FORUM as its most notable series. Oriented toward local attitudes and actions, the series has dealt with police-community relations, race relations, housing and the poverty program. Whenever possible, leaders of both sides of an issue were faced with each other across the WPLN microphone. Often for the first time. That wasn't a solution in itself, but WPLN had started the dialogue. That in itself was accomplishment.

A shorter series, "I-40" told of the human displacement problem caused by the proposed routing of new Highway Interstate 40 on the periphery of Nashville. Actual location of the highway is being fought

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Program for the Disadvantaged

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in the courts, but in the meantime, a number of low income people who have lived in the area most of their lives have been bumped. What does this uprooting do to people socially, economically and psychologically? That's what the series was all about. A Fisk University professor, Dr. F. Coles, Director of the Race and Poverty Research Project at the school moderated.

Currently, the station is into replays of a twenty-six part series titled "Books in Black Print," a discussion-commentary format about books by Negro authors. (The series was originally produced by commercial outlet WBOL with some background help from WPLN.)

CONTACT: Alvin L. Bolt, Station Manager

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KBPS, an arm of the Portland, Oregon Public School System has concentrated, appropriately enough, on young people.

ITEM: The station took a soft sell approach and produced a phone-in for teenagers in the 7th and 8th grades from nine separate schools in disadvantaged areas of the city. Called "Teen Line," the telephoned questions were answered by a rotating panel of other teens. Low Key? Yes. But remember this was the first time these youngsters were given a public voice. It could be that in the long run, that fact alone will prove more valuable than half a dozen adult-oriented programs.

ITEM: A series was put together using books written by well-known authors about individuals who had been challenged in life with all kinds of handicaps...and who overcame them. The stories were adapted by Oregon's leading juvenile writers and dramatized by casts of professionals who volunteered to do the job. The stories, geared to juveniles in language that made sense to them, is reported to have scored heavily with listeners.

ITEM: KBPS was the only station in the city to tape a two-hour "Soul Assembly" from a nearly all Negro high school. Again, the kids found a communication outlet for the ideas and the music that was meaningful to them.

ITEM: Then the station tried an experiment on an in-school basis, letting disadvantaged kids broadcast their own creative writing. Patricia Swenson, KBPS Manager says the series really was popular with the nine-school hookup. The inner city language was not always intelligible to other listeners, but for the youngsters an incredible thought started to occur...someone cared.

CONTACT: Patricia L. Swenson, Station Manager

\* \* \* \*

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Somehow, there ought to be time at the November convention to hear the story in detail of Milwaukee's WHA and its INNER CORE week of multi-media, saturation broadcasting. Target: the plight of the 180,000 plus minority race residents of Milwaukee's ghetto neighborhoods.

Ralph Johnson, General Manager, kicked off the prelude in November of last year. Going out into the black community, he recorded a great number of conversations, letting the people themselves tell it like it is. That initial series ran every Sunday afternoon with a repeat on Thursday evenings through the end of April.

On Monday, April 29 of this year, the intensive broadcasts began, a cooperative venture with WHA-TV and WMVS-TV that lasted through Friday, May 3rd.

Beginning at 8:00 AM, excerpts of the earlier "conversations" were aired on the twelve station radio network (which covers the state). Every hour throughout the day a different program piece was played, most in the conversation format, but also discussions and readings by Dick Gregory were heard. These daytime segments varied in length, and listeners to any of the radio stations in the statewide hookup could find something every hour.

At 8:30 in the evening, the simulcast began. A studio audience, primarily black, and numbering from 25 to 60 persons, came to the WHA-TV studio, prepared to fire the hard questions at a panel chaired by Chancellor of the University of Wisconsin Extension, Donald R. McNeil. Panel guests included representatives of the "establishment" ...a true cross section of successful citizens of Milwaukee. The Mayor's office, invited to send a representative to all five evening panels, declined after Program No. 1. Businessmen, civic leaders, educators, NAACP people, realtors, insurance brokers all came in their turn and listened as Milwaukee's poor spoke of a very different sort of life in their city.

The first evening program ran 2½ hours; the remaining four went to 90 minutes. All were factual, open, spirited and revealing. After initial remarks by the invited guest experts, audience members (and they changed every night) came forward to a number of floor mikes down front to start the questioning. Each evening was devoted to a separate primary topic such as housing and education. An effective peripheral touch was added in the series' theme music (piano and bass) composed by a black student at the University and played by him and a white foreign student from Norway.

The purpose of the series was to show "What it means to be Black and live on Milwaukee's North Side." Did it all succeed? Here are excerpts from only a few of the printed reactions:



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"The day after it was televised the Milwaukee Common Council after months of delay unexpectedly passed a strong open housing ordinance...Many Negroes said they believed the program had something to do with this action."

The New York Times, May 5

"Though it had some weaknesses, the series impressed this viewer as by far the most ambitious, provocative and engrossing local TV seen in Milwaukee."

The Milwaukee Journal, May 12

"The main purpose of this program was to make aware the conditions existing in the inner city to those outside the inner city. In our opinion, this goal was achieved ..."

The Milwaukee Star, May 8

"Statements made by inner core residents and students sometimes were outrageous, possibly libelous, and nitpicking, but often were eloquent expressions in everyday folk language, of how real people feel in real situations."

The Milwaukee Sentinel, May 4

The reviews go on and on. It is difficult to find anything but admiration and support for what the Wisconsin State Journal called "...a great service to the state by giving a first hand impression of the black view of the racial turmoil."

And let's not forget the listeners, the people who caught The Inner Core on radio only.

"Radio at its best! ...thanks to the combined efforts of many in your organization we have had the opportunity to 'walk for a week in the shoes of our black neighbors'."

"...After the first hour I felt ashamed of myself for getting angry about missing an hour of music when these people were missing out on life."

"You have done us, Milwaukee, the state, a great service."

"It is so easy to listen to the things we like to hear, but we need to also hear some things we don't like, and hopefully take some constructive action."



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"Your Inner Core series was enlightening, frightening, hopeful and sad. I hope you had the widest possible listening audience."

"I wish there were some way to convey to the public officials of Milwaukee the concern of many of the citizens of the state about their failure to co-operate in the production of such a program."

Now available from WHA-Radio, Radio Hall, The University of Wisconsin, Madison 53706, tapes of the following:

"The Inner Core -- City Within a City"

1. Programming April 29 - May 3
2. Sound tracks from the five simulcasts

"Conversations from the Inner Core"

1. Half-hour tapes of the series from November - April

Ralph Johnson, Executive Director of both series rocked many of you with his "Conversation" tape at last year's convention. Brace yourselves. The material that followed and grew ultimately into "The Inner Core -- City Within a City" both sears and soars.

CONTACT: Ralph W. Johnson, General Manager

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WAUP, Akron, working with the University of Akron's Center for Urban Studies, has produced a number of programs that are available for distribution:

A lecture by Dr. Daniel P. Moynihan, Director of the Center for Urban Studies of Harvard and M.I.T. called "City in Chassis" (@ 24:00)

A Press Conference held by Dr. Moynihan on the day of his lecture, December 6, 1967. (30:00)

A lecture/panel discussion with Dr. James Conant of the Lemberg Center of Violence at Brandeis University; with response from a panel of prominent academic, government, and civic leaders from the Akron area. November 29, 1967 (60:00)

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A lecture by Whitney M. Young, executive director of the National Urban League Inc. on January 28, 1968 - "The Current Dilemma: Challenge and Opportunity." (30:00)

A News Special on the dedication of the "Old Stone School" (c.1870) to be used by Akron elementary school students in studying history. (60:00)

A series of 15 half-hour programs, "Along the Ohio Canal", compiling the largest available amount of audio material about the canals and their subsequent developing of the state of Ohio, by use of interviews, music, and poetry. This series discusses historical, social, and current influences of the canal on the state and vice-versa.

In addition to the foregoing, WAUP recently completed what it refers to as a half-hour "audio-montage documentary" titled "A Disease ...Called Venereal" a program that was not only carried by WAUP but by all other radio stations in the city; now there is even external interest in replays of the program by other Ohio city stations.

Working with the local Akron Community Action Council, the station is moving toward a solid involvement at a variety of levels. WAUP is now at the discussion stage of:

- using the facilities of WAUP for administrative contact and discussion with CAC professional and volunteer workers;

- preparing courses on Sociology, psychology, etc. for these workers;

- utilizing the facilities as a vehicle for local talent in the underprivileged areas;

- preparing documentaries for the "white ghetto" and our own "intellectual ghetto" concerning "what's happenin' baby" for these communities;

- producing teen-age medicine shows; cooking, home budgeting, and baby care shows;

- creating a "job market" program with the Ohio Employment Service;

- providing training opportunities in broadcasting for the disadvantaged;

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Programs for the Disadvantaged

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providing entertainment material for pre-school children, and for high school students (a Friday or Saturday "dance party" idea perhaps);

and others.

With that many good ideas spinning in Akron, we'll hear more from WAUP.

CONTACT: David A. Lieberth, Program Director

\* \* \* \*

NEXT WEEK:

WKCR, New York gearing up for fall production on its Ford funded series, URBAN FORUM.

WBAA, Purdue University working with the local Lafayette Human Relations Council on upcoming program plans which concern not only blacks but all poor people in that area.

WCBE, Columbus, keeping the dropout level low with PROJECT AIM

KOAC, Portland, giving a voice to Portland's Albina district blacks.

\* \* \* \*

It's a two way street according to Dr. Robert L. Hilliard addressing the April Seventh Annual College Conference of the International Radio and Television Society.

"We...all of us...need the education that television and radio can provide. Just as we want the people inside the ghetto to learn, those of us outside of it have also got to be ready to learn. For the many of us who have been emotionally raised in a world of platitudinous beliefs and verbal rationalizations it isn't going to be easy. But in realistic terms, for those who can't see it from any other point of view, I suspect that it beats having to choose between hiding out forever in the crab grass or risking a hole in the head to visit the art museum in the center of the city."

6549094

— KDIA — 102

"Profiles" - not for Classroom use

— Cheryl Stone —

Susan ~~Stone~~ Suzanne Paul Inst.

Protest March - Sept 18th Shreveport  
Willy Lawrence Butler

Petition Received by Board  
March " " Police

3 years - Black Meeting in church  
Police came in & beat up.

High School students	What High School?
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B.J. Mason NAACP Jette Stone - lawyer	
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Negro History changed to High School history

NAACP

American Friends Service Committee



COMMUNICATIONS AND THE URBAN CRISIS: DOING OUR OWN THING

An address to the American Management Association  
Fourth Annual Conference on Education and Training

August 13, 1968 at the New York Hilton Hotel, New York City

by Dr. Robert L. Hilliard

Chief, Educational Broadcasting Branch, Federal Communications Commission  
Chairman, Federal Interagency Broadcast Committee

(Those remarks of Dr. Hilliard which pertain to areas not within the jurisdiction or responsibility of the FCC or FIEC are his own as a private individual and do not necessarily reflect the approval or endorsement of these organizations.)

This has been a year of innovation in the use of communications to meet urban needs. From August, 1967 to August, 1968. The year between the last American Management Association Conference on Education and Training and this one.

(No, Messrs. Trowbridge, Lenoue and Cogan, I am not endorsing the AMA or last year's Conference as the progenitor of achievements in this field--though that Conference may indeed have contributed toward the spark of thought and action. This measurement of time is more a personal one.)

At last year's Conference, as chairman of the general session on "The Revolution in Instructional and Educational Television," I spoke on the needs of the inner-cities, specifically on "Communications and Crisis." At that time virtually no one was talking about the subject, and even less was being done.

Today, however, one year later, we find a general session specifically devoted to the subject of "Education, Training and the Urban Crisis," under the heading of "The Three R's Today--Rights, Revolution and Remedy." Although we all wish that such a topic might be inapplicable to our society, it is gratifying to know that we are making some progress: we have gone beyond the limiting "cool it" approach to "revolution," and are making efforts to understand the "rights" in our title, and to do something about them, to actuate the "remedy" in our title. For example, I suggested last year that a primary task in the inner-city is, through communications, to "make a dent in the curtain of hopelessness that has been pulled down over every black child and adult . . . ghettoized into economic and cultural poverty."

Virtually nothing was being done then. But today we see a beginning, with television and radio materials that provide a sense of history, identification and pride in background for the Afro-American. There have been not only network programs such as "Of Black America," but local programs, by commercial stations and in large part by educational stations, that not only provide a sense of positive identification, but provide, in many instances, the opportunity for the people of the black ghetto to do their own thing by determining the content, by presenting, and by participating in the programs.

I suggested last year that if television, through its typical entertainment programs, continued to show the ghetto man, woman and child the material delights of the suburban promised land, did it not seem logical that television should go on from there and show them how to reach that land. Last year virtually nothing was being done. Today efforts are being made to provide information and educational programs oriented to the special needs and desires of the ghetto community.

But some areas have not progressed so well.

For example, when I use the term ghetto, I do not limit our concerns to the black ghetto. I include the brown ghettos and the white slums and the other minority groups as well. We are saying and doing very little about these other groups, perhaps most obviously about the Spanish speaking ghettos of the north and the barrios of the southwest.

This holds true for content approaches, too.

I suggested last year that educating the disadvantaged is not enough, that if domestic peace and justice are to be achieved, we must also educate the suburbs so that the majority society is ready to break the barriers that still exist against the minority, educated as well as non-educated. Not much has been done in that direction.

For example, let us look at industry education and training. Are we providing opportunities for the educated minority group members to work in executive positions commensurate with their education, or are we putting minority group members into the category of trained, as opposed to educated, personnel? Are we providing on the job education and training not only for minority group people so that they can fit into all areas of our organizations, but perhaps more importantly education and training for the majority group members of our organizations so that minority group members may indeed have the opportunity to fit in?

I stressed last year the need to completely reorient formal education and instruction as it is being largely practiced today. Today's child is not the child of our youth. He is not living in a print-oriented society. He is living in an aural and visual society. For example, by the time a child has graduated from high school he has spent some 10,800 hours in the classroom--and some 15,000 hours in front of the television set. Add to that the countless number of hours a transistor radio is glued to his ear and you have some notion of what he is tuned in to.

It is no accident that last year the U.S. Commission on Civil Rights reported that not a single compensatory education program in the United States has been successful. It is no accident that New York University's celebrated Clinic for Learning in a junior high school in Brooklyn's Bedford-Stuyvesant section "got the hell kicked out of us" and abandoned its efforts. It is no



accident that millions of dollars are being poured into other similar efforts at special education for disadvantaged urban children and produce little or no positive results. We are communicating with the wrong media.

We must use the mass media not only to provide motivation through visual and aural action rather than through non-meaningful (to that child) print symbols--but we must use the mass media to provide a socializing situation for the child, to make the real world a part of the classroom, to provide the problems of the real world as the learning problems; the solutions learned--or at least the understanding obtained--is what constitutes education.

A comment by Marshall MacLuhan is appropriate here: "All the young are in the same position . . . . The discrepancy between the riches of the TV feast and the poverty of the school experience is creating great ferment, friction and psychic violence . . . but the new era and the new violence does not have an end in view . . . it is the process itself that yields the new image. When children go to school they are filled with rage at the puny curriculum . . . the children in Watts were quite right in thinking 'Why should we go to school to interrupt our education?'"

Pertinent to our discussion here today are the words of President Johnson on November 7, 1967, when he signed the Public Broadcasting Act of 1967. The President stated that "while we work every day to produce new goods and to create new wealth, we want most of all to enrich man's spirit . . . . Today we rededicate a part of the airwaves--which belong to all the people--for the enlightenment of all the people . . . . We must consider new ways to build a great network for knowledge--not just a broadcast system, but one that employs every means of sending and of storing information that the individual can use.

Think of the lives that this would change." He added that: "Government funding is both right and essential . . . but . . . private sector responsibility. . . is as great as that of the government."

By stressing two areas: 1) orienting formal education to the aural-visual needs and psychological set of the child, rather than to the outmoded administrative ease of the teacher; and 2) educating the majority society, I am not ignoring other needs. We need much better use of the media to provide direct information and education to the residents of the ghetto, with materials that they develop and that are developed to their needs and understanding; we need much more use of the media to enable the ghetto to communicate with itself, not only communication into the ghetto, but communication within the ghetto; we need greater use of the media for communication from the ghetto, to enable the residents of the inner-city to "tell it like it is" to suburbia, to the rest of the world that thinks it knows, but by and large has been given only the intellectual skimming of a situation and problems that have deep emotional roots.

But today, because of the relatively short time I have to speak with you, I want to enlarge, briefly, on just the two areas of formal education and majority education.

We don't have to rehash the problems of our educational system. Suffice to say that we have, by and large, one of the best educational systems of the nineteenth century. There are, however, some attempts being made to make it a good system of the twentieth century--the kind of system needed before we can effectively use communications in formal education to meet the needs of our urban crisis. I will mention only a few.

One such attempt may be the current Title III study, authorized by the Public Broadcasting Act of 1967, being conducted by the Office of Education of HEW. This study is well under way, analyzing instructional television and radio, including broadcast, closed-circuit, CATV, ITFS, and two-way communications of data links and computers, and their relationship to each other and to instructional materials such as videotapes, films, discs, computers and other devices. If the study results, as many people expect, in recommendations to Congress for legislation and for an instructional communications act similar to the Public Broadcasting Act; if such legislation--and sufficient appropriations--are passed; and if these media, properly funded, are then used as the realistically principal bases of communications in education--and not, as now used, as reinforcement of 19th century methods and techniques--then we may be on our way to one significant remedy for the urban crisis.

Another approach is evidenced in the recently released statement on national policy by the research and policy committee of the Committee on Economic Development. In a study entitled "Innovation in Education: New Directions for the American School," the CED recommends reorganization of the American school for innovation and change, increased emphasis on research, dissemination and application, use of cost-benefit and cost-effectiveness analysis in the schools and--perhaps most immediately pertinent to our discussion here--the establishment by Congress, as an independent, non-governmental agency, a Commission on Research, Innovation and Evaluation in Education. Such a Commission might very well provide the impetus and even persuasion to change our educational system for effective use of communications--again permitting application of an important remedy to urban crisis.

A third area I would like to discuss, briefly, with you, is one that is somewhat different from the first two.

For some time I have felt that one of the reasons we were not yet using the communications media to their fullest potential was because we have not been adequately prepared to do so. Most of us in the communications field have come into it from either another discipline, have been educated in only a small portion of it, or have been limited to broad and incomplete overviews of it.

There is not, in this country or anywhere in the world, a single center that offers to the student, to the communications industry, to government, to education, to the professions, to all the varied fields needing communications expertise, the kinds of communications training, experiences and services most vitally needed today. There are so many needs: international service; socio-political, including urban, applications; management and industry production, distribution, sales, training; federal government agencies; state and local governments; nongovernmental professional and citizen organizations; many specialized fields such as medicine, religion, law; and others.

If we are to make greatest use of the potential of the mass media, we have got to give <sup>them</sup> the resources, respect and prestige of other fields, and provide ~~them~~ with personnel of the highest quality.

Just as the future scientist can go to M.I.T. or Cal Tech, shouldn't the future communicator also have a high quality University to learn in, in a field that is at least as important to the future of the world as are the disciplines now learned at MIT and Cal Tech?

About a year ago I first proposed the establishment of a Communications University to provide the needed education and services. In the past few months, particularly, the response and support have been highly encouraging.



Within this Communications University I have proposed two special institutes: An Institute of International Communications, and an Institute of Urban Communications. In addition, the University should have a first quality research center; a workshop, conference and convention center; a special training center for government personnel; consultant services to all potential users in all areas, including such things as systems planning; a production center for all communications needs; a special center for innovative experiment and application; and, perhaps most important of all, the highest quality inter-disciplinary undergraduate and graduate degree and non-degree programs.

I believe that one of the most significant educational investments we can make today is to establish a Communications University maintaining the highest academic standards and services, not only for transmitting ideas, but for relating people with people, and for reaching people with both content and non-content motivation.

I believe such a University could have great positive value in meeting the immediate and ultimate needs of urban America as well as the needs of other geographical and sociological areas of the world.

One highly relevant point in terms of our particular discussion here today: such a University should be--would have to be--developed through the cooperative efforts of government, education, industry, and foundations.

I shall not take time here to discuss other efforts in the area of communications and formal education. What is important is our individual commitment to an active role in supporting one or more of these efforts if we believe that communications and education are indeed remedies for the urban crisis.

The second major area that I propose to discuss with you today is that of educating the majority society. In the vernacular, it is "doing our own thing." White America, the majority population, has always been the major factor in determining the status and activity of black America. This is changing. It is a significant change. It is a change that recognizes the kind of independence, self-determinism and self-realization that the American Management Association, for example, is dedicated to. Paternalism and handouts, in no matter what form of altruism or sincerity, are not the answer many people once thought they were. Black Americans more and more want to do their own thing, want the pride and self-respect of making their own progress.

Something coming right now at the Dalton School here in New York may provide some insights into what is happening. The Parents-Teachers organization of this private school of good reputation, located in the affluent Park Avenue and 89th Street area, sponsored a program to bring parents of children at that school and parents of special school 201 in Harlem together to learn how to help their children learn to read better. "A more satisfactory way than writing checks," one of the sponsoring parents said. The \$26.40 costs paid by each Dalton parent were not charged the parents from Harlem. What disappointment for the white parents, then, when only 13 of the expected 40 parents from Harlem showed up--13 out of a total of 100 adults in the program! How to explain this? Rationalization? Condemnation? Frustration? Listen:

A recent article in The New York Times quoted one young man as saying "We don't say keep whites out of our lives, but we say make black people so strong they can do their thing--whatever their thing is--by themselves." Another was quoted as saying: "Black people want black control of their lives and activities more than anything else. If they make mistakes, let them be black mistakes--we're tired of white mistakes in our lives."

Isn't this the kind of independence and privilege--the kind of right--that most of us in the majority society have always taken for granted for ourselves?

Where does that leave many of us who strongly believe<sup>that</sup> we, as individuals, not only can help alleviate the urban crisis, but perhaps even have a responsibility to do so? The same Times article contains another quote, expressing a growing sentiment among minority group people, that gives us a clue: "The missionary area for white people is not in ghettos, but in white suburbia."

The Republican candidate for president and the major Democratic candidates for the presidential nomination have all, in varying degrees, supported the principle of economic self-determinism, control and development by the ghetto people within the ghettos. An example in current practice is the Xerox program in Rochester, in which the Corporation has agreed to underwrite the development of a black-owned and operated plant, and would guarantee purchase, for Xerox needs, of a certain amount of the plant's product.

In other words, those of us who are concerned about the urban crisis and want to do something about it, might consider whether our best efforts might not now be oriented toward a new approach: doing our own thing.

We have seen recently, in communications, several initial efforts on a large scale that seem to recognize the validity and value of this approach. Some of these efforts have been through mass media programs aimed toward white suburbia understanding of the needs and problems of the inner-cities. Others have been on an organization scale.

For example, very recently, after many months of planning and work, the Office of Economic Opportunity established a government-industry-education-community project in a midwest city. The state bar association, a respected,

somewhat conservatively oriented organization, wished to alleviate the urban crisis by presenting materials dealing with the legal rights and responsibilities of ghetto residents. Their first approach was to develop the ideas and to have them produced by an outside organization. The results were less than satisfactory. Finally, it was decided that each group concerned would do their own thing. OEO coordinated and funded the project; the bar association, in cooperation with a ghetto organization ( a black nationalist group, by the way), determined the basic problem areas; the bar association, on its own, developed the legal approaches to be used; the black citizens group, on its own, produced the communications materials for mass distribution.

At the Federal Communications Commission, last month, we did our own thing in acting to enforce compliance by broadcasters with laws on non-discrimination in employment. The FCC also proposed new rules to aid in enforcement and--in what the Commission called the most important part of its order--appealed to broadcasters to assist through both employment and programming policies in easing the national racial crisis. We trust industry will cooperate with government in achieving these goals.

In Canada a highly dramatic plan is evolving, one which is being studied carefully by one of our government agencies to determine applicability to the needs of our disadvantaged citizens. Briefly stated, the National Film Board of Canada, in cooperation with Memorial University of Newfoundland and the community of Fogo Island, filmed in depth the problems and people of Fogo Island, then played back these films to the people to help reveal, modify and develop individual and group attitudes. The entire community was involved at all stages in decisions to be made and in the entire process of self-analysis and



problem solving. The people selected the topics, participated in editing decisions, and determined the extent of distribution. Some of the goals include developing insights into community problems and a desire by the community to act on them, the fostering of more effective community-education-government cooperation, and the promoting of greater understanding and a desire for action in communities with similar problems by showing the films there.

The basic approach, used in this country, might be of great value in achieving government-industry-education-community cooperative efforts, each doing that which it can do best, to establish important communication links among the disadvantaged minorities, and between these people and majority groups.

Finally, I want to mention just one more effort within our own government. Many of our government agencies have been making strong efforts to meet the needs of the inner-cities. Last month, the Federal Interagency Broadcast Committee, consisting of representatives of thirty-two federal departments and agencies with communication responsibilities, recommended the establishment of a Communications Liaison Office on Minority Group Matters. This office, if established, would, among other things, cooperate with industry and other public and private organizations in facilitating the development, distribution and use of materials oriented toward minority group needs, specifically including the needs of the urban ghettos. The agencies would be encouraged and assisted in diversifying materials, not only for informing minority groups of services available to them, but materials which would assist intra-minority group communications, and materials which would be aimed toward educating the majority society on the special problems and needs of minority groups. The Office would also develop a broadcasting skills bank of minority group personnel so that agencies, through employment of more minority group members,

could have more direct and sensitive knowledge than many now have on needs and problems and on effectively communicating with minority groups. This office would also encourage greater use of minority group performers in materials prepared for distribution.

These various cooperative approaches and projects we have been discussing are significant in that they do not attempt to dictate to urban minorities, do not try to tell the ghetto people what they should do, or try to do it for them. They do attempt to provide resources and opportunities for the urban people to do their own thing.

There has been a hopeful beginning over the past year. Much of the broadcasting activity was evident during and following the April disruptions in our inner-cities. Let us hope that continuing activity includes a recognition that "rights" and "remedies" go beyond disorders, and that the "cool-it" kind of program is only a last resort indicating that we have failed in the more important aspects of communication. (For an analogy let's consider one of the remarkable ironies in our society. There always seems to be enough money and support to build prisons: you can't leave lawbreakers loose in the streets. But try to get money and support to provide the education and training and necessities and opportunities that will lessen the need for jails, and be less costly in human and material resources in the long run, and it is not quite so easy.) Many good programs on television and radio have been seen and heard this summer: Let us hope that they will not disappear once the rerun season is over.

This day, this session at the American Management Association is evidence of a desire and, perhaps we can hope, a commitment to move ahead to more and better government-industry-education-community projects to meet the

urban crisis. Not only for providing a communications base for formal education, and for reaching the majority society, the two areas I have concentrated on, but for the various other needs and approaches, as well.

But what is especially significant for us as individuals is to realize that none of us need to face real or imagined uncooperative roadblocks in trying to reach people who may feel we do not understand them, and in trying to do things for people that we may feel they do not understand.

Unless we are ready to reorient our philosophy to the practical considerations of getting the job done in terms of the realistic requirements of the situation, all of our most sophisticated and sincere education and training programs will be of little value. Some of the projects I have described may indicate some worthwhile directions and opportunities. Some of our best and most effective help in alleviating the urban crisis can come by providing inner-city control of projects and by inner-city / <sup>own</sup> orienting much of our effort toward our <sup>own</sup> organizations and activities, toward our own milieu, toward the people we can most readily reach. . . by--simply--doing our own thing!

ADDRESS TO THE THIRD ANNUAL CONFERENCE ON EDUCATION AND TRAINING  
OF THE AMERICAN MANAGEMENT ASSOCIATION

August 9, 1967, American Hotel, New York City

"COMMUNICATIONS AND CRISIS"

by

Dr. Robert L. Hilliard

Chief, Educational Broadcasting Branch, Federal Communications Commission  
Chairman, Federal Interagency Broadcast Committee

(The comments in this paper are Dr. Hilliard's as a private individual and do not necessarily reflect the endorsement or approval of the Federal Communications Commission or the Federal Interagency Broadcast Committee.)



I had intended to speak here today, for an overview of what is to come this morning, on the technological revolution that has taken place in the world and on the revolution that has not taken place in education; on a philosophy of pragmatism that has seen the developments in communications, transportation and energy create a new mode of living and thinking and on an existing philosophy and practice of education that has by and large continued to divorce itself from the real world and remain firmly fixed in the 19th century.

I had intended to stress, not as an ending point, but as a starting point, the concept that many of you have heard me present in recent speeches: that we must cease using educational technology to reinforce, to reflect outmoded educational curricula, technique and administration, and that we must use the media to affect education, just as these media have affected the world outside of the classroom, including students and teachers. I had intended to list specific changes in education necessary for it to take full advantage of and give full measure to the world it is in.

In fact, I have that particular speech written. But I am not going to give it.

The events of the past several weeks have made it clear to me that any discussion of education and technology at this time has got to relate itself directly, sharply, unhesitatingly to the urgencies in our society, to a broad concept of education that is the here and now of the practical and not only the then and there of the theoretical.

I believe we must assess educational media, particularly television, not only for their critical importance, but also for their importance in times of crisis.

In making this speech change virtually at the last minute, just before coming to New York for this conference, I should say that my comments here today, therefore, do not necessarily reflect the position or endorsement of the Federal Communications Commission.

Newark, Detroit, Milwaukee, East Harlem are more important in revealing our failures and potentials in the field of education, in educational technology and in communications than are all the experiments and applications in industry and in the schools and colleges.

We must take a deep breath and give deep thought when we look at recent occurrences. How desperate a person must be to be willing to destroy everything he has--including his very life! What hopelessness and despair force people to acts of self-destruction! What a tragic cry for help is an inward act of violence! What a forsaken wilderness of education and communication is revealed between the total society and large segments of its people!

Between the lines of hysteria and behind the pictures of fear two consistent points continue to appear: education and communications. A

number of Senators have linked the riots to educational deprivation. Senator Robert Kennedy said: "We pass bills and appropriate money and assuage our consciences, and local school systems keep right on doing things the way they've done them for decades." Senator Jacob Javits sees education as part of the solution to offset the "frustration, despair and anger" that "create the conditions which bring on the riots." Senator Wayne Morse stated that the racial unrest in urban areas was also due, in part, to "the educational starvation which the Negroes have suffered."

New York Mayor John Lindsay, following the disorders here a few weeks ago, noted that the appropriate agencies have not been able to "make contact" with the teenagers who made up most of the disorderly mobs. In Philadelphia a while ago--just before the sweep of riots--a high official of the school system told me of the threat of a riot, an attack upon a school in a so-called white neighborhood. The white people were the incipient rioters, objecting to the fact that a number of non-white children came into their area to attend that school. The white children of the community were part of the threatening mob. The difficulty, said the school official, was communication--to reach these white people with information and understanding to "cool them," and to help them learn responsibility.

In the domestic crisis of our time we come back, then, again and again, to these two interacting areas: education and communications. We come back to the need for some people to learn about the special problems and needs of other people, even in the same community. In an article in INTERCOM in January, 1967, Dr. Seymour Fersh stated: "The best way--though certainly not an infallible one--to learn about other peoples and cultures is by direct experience. The least effective way is by words because words themselves are a man-made product of one's own culture." This experience I think I may interpret as including communication of visual and aural experiences that are not verbal alone and, most important, including the psychological impact at the same time of the media in themselves, aside from content.

We have so much to do in so many formal education areas, those of us who are dedicated to the communications-transportation-energy revolution, that it may seem unfair to say that it is further incumbent upon us to use those means of communications in which we are expert to meet the needs and problems of those people who cry out verbally in despair and who act out physically in desperation; to meet the needs and problems of those who cry out in dismay and incomprehension when they view the desperate reactions of many of their fellow citizens; in other words, to communicate between and among all the peoples of our country. Is there any reasonable alternative?

Recently I had the privilege of providing consultation in the planning of a program for one of our large city ghetto areas.

(I might, as an aside for a moment, comment on that word "ghetto." It is significant, I think, that it is the term "ghetto" that is being used more and more in newspapers and on radio and television. We used to call those areas slums. Now we use a term that refers to a group

deliberately isolated--the traditional concept of ghetto as developed in organized discrimination against the Jews in Europe throughout the centuries. Does it seem to you that the term "ghetto" is more descriptive and explanatory of what has happened and what is happening than is the word "slum"? Have you heard of poor whites living in ghettos? They live in slums.)

My plan for the inner-city (or ghetto) took into consideration the concept that has been put forth by many educators-sociologists-psychologists that thus far the compensatory education programs in this country have not effectively raised the level of learning of the children. (You may recall that this was a basic statement in the fine NET documentary on the Bedford-Stuyvesant, Brooklyn, school experiment, "The Way It Is.")

Part of the reason for failure is that these programs have concentrated on the concept that this is a print world, that the student's orientation, intake and output is print, is reading. The child in Bedford-Stuyvesant says he doesn't find anything interesting in school. What he means is that he's bored because he can't read the book used as the core of instruction. We cannot teach him to read the book as we might teach children who have not suffered the psychologically destructive, deprived backgrounds of many of these children. We must first reach this child to motivate him toward the personal worth and confidence that will give him a base for being willing to learn. We must use those means to reach him to which he is already tuned in: radio and television. To continue to push print as the primary approach is to continue to create an ever concentric circle of stone walls surrounding the child. /Concomitantly, we must do away with the print oriented evaluations--really misvaluations--of the child: information-learning and information-testing./

Much has been said, particularly in relation to school integration, about the ability and readiness of the ghetto child to learn. Frequently, we offer conclusions about the ghetto child through intelligence test results. We find generally low IQs. All this shows is the fallacy and inadequacy of intelligence tests.

Outside of the school that child thinks, uses his mind. The child in the ghetto, just to survive, must make meaningful, effective judgments and decisions every moment of the day--and night. And this takes a kind of intelligence that most of us have not had to exercise. When talking about survival in the ghetto, it is not like the experience of most of our children playing in the back yard. It is an experience usually lacking the guidance of an adult. It requires an intelligence of a high practical order that is not reflected in the verbal oriented-cultural achievement evaluations we call IQ tests. It is the kind of ability many industry people say they are looking for, but have not yet really utilized.

The intelligence and potential are clearly there. They must be motivated and matured through communications and education. They must be communicated with and given an opportunity to communicate.



We must use the mass media to provide a socializing situation for the child, to make the real world a part of the classroom, to provide the problems of the real world as the learning problem; the solutions learned--or at least the understanding obtained--is what constitutes education. Information regurgitated on examinations is not education. And we must recognize, too, that print is only a small part of the child's (and adult's) total daily communications existence.]

The visual and aural input into the classroom must turn the classroom away from the classroom, must remove the four walls. We must bring in those experiences that are meaningful and those people who are meaningful. The terror of being put in a classroom surrounded by tasks that he cannot do and that have little meaning to his real world, being surrounded by white faces in suits and ties that drive out of the ghetto in cars every afternoon to another world--these are conditions that are unreal, that have no meaning, and it is incredible that anybody can be expected to learn anything under them.

What is true for the child in the classroom is, by projection, true for the adult in the apartment house or on the block. We have learned that the old ways do not work. The traditional methods of communicating with adults have failed again and again, in Detroit, in Newark, in Milwaukee.

The first task is not to organize a group to discuss housing problems, or to set up an unemployment opportunity office, or to create sidewalk colleges, or to bring in a task force of expert teachers to help children learn how to read.

The first task is to make a dent in the curtain of hopelessness that has been pulled down over every Negro child and adult, every Negro family, every Negro community that has been ghettoized into economic and cultural poverty.

To try to bring some bit of reality, as opposed to the oft-broken promises, to the dream--not deferred for these people, but shattered--that there is some hope for their children, if not for themselves.

Radio and television are the primary means of communication these people have with the outside world and therefore must be given a primary emphasis in any inner-city plan.

In my own mind I have no doubt that the daily and nightly electronic visions about all those families with pleasant homes and nice cars and well-dressed and well-fed kids makes a man very uncheerful about the two rooms his family shares with the rats.

If television has shown the ghetto man, woman and child the suburban promised land, does it not seem logical that television should go on from there and show them how to reach that land?



Presumably through education. And there's the rub! You may have seen the recent study which indicates that the educated Negro is often just as angry and just as ready to go along with violence as is the less well educated precisely because he has made the educational hurdle and is still barred from the economic promised land.

So, it is not enough for television to educate the disadvantaged. If domestic peace and justice are to be achieved, will television not also have to educate the rest of us to accept the practice of what we preach? If we really believe that education is the barrier, then once the disadvantaged are educated, we must be ready to break the barriers. We must educate the ghettos, yes, but we must also educate the suburbs. The people on the outside of the ghettos who still practice a TV kind of paternalism. How long do you think society can keep saying: "Look--- but don't touch!?"

We are talking about television; and we are all of us tuned in. The Bible says that the child is father to the man. Freud said that what a man will be is determined by the time he is three years old. And the latest statistics say that two-year olds spend about 20 hour per week watching television.

We--all of us--need the education that television and the other electronic media can provide. Just as we want the people inside the ghetto to learn, those of us outside of it have also got to be ready to learn. For the many of us who have been emotionally raised in a world of platitudinous beliefs and verbal rationalizations it isn't going to be easy. But in realistic terms, for those who can't see it from any other point of view, I suspect that it beats having to choose between hiding out forever in the crab grass or risking a hole in the head to visit the art museum in the center of the city.

70 Fifth Avenue  
New York, N.Y. 10011  
OR 5-2536, OR 5-2700

NEW SCHOOL FOR SOCIAL RESEARCH  
CENTER FOR NEW YORK CITY AFFAIRS

August 19, 1968

Mr. Kenneth R. Clark  
Project Director  
N.A.E.B.  
1346 Connecticut Avenue, N.W.  
Washington, D.C. 20036

Dear Mr. Clark:

Mr. Horton was very pleased to receive a copy of "In Local Television the Eye Begins to Open on the Ghetto" by Sherman Brodey in TELEVISION. The article was brought to his attention last week by a consultant to the Media Project and Mr. Horton was most anxious to obtain a copy. You have saved us the trouble. There does seem, however, to be a part of the article missing from the xerox we received. The last page we have in the body of the article is page 114. If you would have your secretary send us whatever remains of the article, we would certainly appreciate it. In fact, if you have a number of copies on hand, we would be most grateful to have two or three more.

Thank you so much for all the help you continue to give the Media Project.

Very truly yours,



Susan S. Horton  
Secretary to Mr. Horton

SH



NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION

BOX A, BLOOMINGTON, INDIANA 47401, AREA CODE 812 339-2203

15 August 1968

Mr. Ken Clark  
Project Director  
Programing for the Disadvantaged  
National Association of  
Educational Broadcasters  
1346 Connecticut Ave., N.W.  
Washington, D.C. 20036

Dear Ken:

All of us at NCSCT have been paying careful attention to your work in rounding up and disseminating information on programing for the disadvantaged. I think your activity is clearly a crucial one and that a way must be found for it to be continued.

After talking with Dave Leonard here I am emboldened to make a suggestion. Because of the heightened interest in educational broadcasting's role for the disadvantaged and because of the obvious interest being demonstrated by this field's capital resources I wonder if money can be found not only to continue your current activity but to supplement it with actual program examples of what is being transmitted and reports on the success, almost-success or the failure of the projects. It seems to me that such a rounded information service could serve as a fine demonstration basis for the whole of the field as well as for those interested in what we are doing.

The real stuff of this letter was to be a request that you keep your ears tuned on our behalf for anything in the area of instructional television for the disadvantaged. Would you?

Best wishes,

A handwritten signature in dark ink, appearing to read 'Ed Pfister'.

Edward J. Pfister  
Director  
Information Services

EJP/mh

cc: Chalmers Marquis



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August 14, 1968

Mr. Kenneth Clark  
National Association of  
Educational Broadcasters  
1346 Connecticut Avenue, N.W.  
Washington, D. C. 20036

Dear Mr. Clark:

What happened to the report on our activities?

Sincerely,

Edward L. Morris  
Director of Programming

ELM:jf

*Answered Aug 15-76  
WTTW Covered 1st report of July 30*



Mrs. CHARLES STICH

38 NEWCOMB BLVD., NEW ORLEANS, LOUISIANA 70118  
August 11, 1968

Mr Kenneth Clark  
National Association of Educational Broadcasters  
1346 Connecticut ave NW  
Washington, D.C. 20006

Dear Mr Clark:

Miss Ruth Young of Station WYES, New Orleans, informed me of your request for copies of our Do-It-Yourself Folder on-How To Get The Job Done & End the Talk.

The idea for this folder grew as more and more citizens mostly white, emerged from the woodwork, so to speak, and asked what could they do: The Community Relations Council, a human relations group organized almost 7 years ago decided that we should be giving answers to these and other persons who are indicating a desire to straighten up and fly right, act decently, and do something to improve the climate of attitudes and actions.

The folder was developed with the assistance of many community leaders and professionals involved with the local urban crisis. A Life Mag writer assisted me in putting the folder together. A leading advertising exec and a local commercial art man contributed talent to the format and layout.

We printed 5000 and kicked them off in connection with a telephone talent for program questions to audience

MRS. CHARLES STICH

38 NEWCOMB BLVD., NEW ORLEANS, LOUISIANA 70118

an open ended telecast entitled, An End To Talk. It featured the Assistant Sec. of Labor, Stanley Ruttenberg, the local Chairman of NAB, plus voices from the black and white middle class and the black ~~xxx~~ power militants. It was a phone-in program, and the 4 telephones rang off the hooks. As a result of this television exposure plus CRC publicity, we have distributed all but a few hundred folders.

As Community Relations Council has only meager funds derived from membership dues, we are now looking for an interested group, or foundation, or federal program under which we can

1. Revise the folder(up-dating it and refining it) and printing several thousand with a plan for distribution to key groups across the nation.
2. Produce a package of ~~the~~ television public service commercials demonstrating on film how to carry out suggested content in folder(see attached television scripts).

We believe that the time is ripe for citizens nation-wide to recognize that with a few simple acts on the part of themselves and countless others, tense conditions can be relieved, the economy can grow, living and relating to and with others can become pleasant and comfortable. Without these acts, frustration will grow, tensions will mount, and our cities and their citizens will suffer, even perish.

38 NEWCOMB BLVD., NEW ORLEANS, LOUISIANA 70118

I have written in much detail, because we will be most interested to receive your comments, and hopeful of receiving direct assistance from your association in getting our two-step program underway nationally.

I am sending a copy of this letter to my close friend Bill Monroe, of NBC. If you are friends, he can fill you in on me and the Community Relations Council of New Orleans.

Most Sincerely,

*Margery K Stich*  
Margery K. Stich

cc Wm. B. Monroe  
Revis Ortique  
Roy M Schwarz



# EDUCATIONAL TELEVISION STATIONS

A division of

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PHONE: 667-6000 • 1346 CONNECTICUT AVENUE • WASHINGTON, D. C. 20036

August 8, 1968

## Sixth Report on Programming for the Disadvantaged Ken Clark, Project Director

William A. Emerson, Editor of the Saturday Evening Post, examined the issue that relates to your work and mine in the August 10, 1968 issue.

"The ghetto is a container for the condensing and storing of undesirable human beings. We are putting these people in vertical filing cabinets called tenements, and we are literally filing them away, stacking them up as high as we can make them climb. Around Harlem and all of the other ghettos, we have dug a cultural moat so deep and treacherous, we have built a wall of deprivation so slippery and high, and we have strung around them a barbed-wire thicket of prejudice so forbidding that even those who keep the will to escape need a terrible bit of luck to manage it."

What are we educational broadcasters doing to stop the "people-filing" in Summer '68? Quite a bit. But Mike Pengra, Program Operations Manager at KSPS-TV, Spokane points out a danger to stations in secondary markets.

Major market stations have reacted to racial incidents in their cities with dedicated activity. But what about the smaller market where the black population is small, non-vocal... invisible? Is there indeed a need for stations in such areas to take the initiative, to maintain a strong minority programming liaison... regardless of the temper of the city or of racial incidents taking place? Well, one militant black in Spokane recently jolted a black-white confrontation by pointing out that minority peoples there "may not be ready to burn down the town, but they all have matches in their pockets." Think about it.

KSPS thought about it and came up with a remarkable plan. The station recognized that it had to move into the arena of minority affairs. The answer: work with the local Youth Opportunity Center and the local school system; obtain a list of Disadvantaged kids (primarily black, but with the possibility of both Indians and Orientals in the running too). KSPS would then screen the list down to from six to eight.

Then community spirit got into the act. Local businessmen and civic groups are being approached to sponsor one boy each for a year of training by



the station. How the funding will be defined has not been settled (i. e. scholarships vs. salaries), but the ultimate solution will be something from which the participants can take a sense of personal pride.

For one full year, KSPS will work with these trainees... and they will put in a 40 hour work week plus attend and participate in a weekly three hour communications seminar held at the station.

These kids will make up the crew of KSPS. They will train and function as cameramen, floor managers, boom operators, back up personnel in the Art Department etc.

The station had a black cameraman on its paid staff all last year and was rewarded with the talents of a gifted employee. Now KSPS is going for big casino with an all-ghetto-kids approach (most will be dropouts). That takes guts. I think we owe KSPS our moral support for their pioneering plunge. The idea suggests a whole new bag in the station-community-Disadvantaged troika.

Students will receive at the end of the year's work a certificate from the Spokane Public Schools noting certain numbers of credit hours achieved toward a high school diploma as a result of the KSPS experience.

Clearly a station that runs ahead of the crowd, KSPS is <sup>now</sup> ~~not~~ readying a new series of six half-hour programs called "Live In My Skin" which tries in a very different way to pull apart the hangups blacks and whites have about each other... and perhaps to reconstruct a little uptight thinking in the community.

The series will tackle a different problem or issue each time and role-play with a Black acting out a situation as he thinks Whites would live it. Conversely, a White will act the part of the Black in the situation. Each will have an opposite race counterpart who will only interrupt the dialogue if the roles are not being played with accuracy and understanding.

Such situations as making a job application, and school enrollment (or dropout) will get the "Live In My Skin" treatment. Sounds wild, if it's kept honest. I believe it will be. KSPS deserves the confidence of the Spokane black community by being honest from the start... by saying, "Look, isn't there a basis for some kind of friendship between us?" Now the station is trusted. Mike Pengra sums it up by looking forward to the day when "we can all finally personally get there." I've a hunch KSPS may get "there" before a good many others.

CONTACT: Mike Pengra, Program Operation Manager

\*\*\*

The Eastern Educational Network expending one grant and receiving another is very much involved in minority issues. In January, EEN received

a \$250,000 grant from the Carnegie Corporation to make it possible to produce a number of specials for the purposes of testing regional networking on a live interconnected basis wherever possible. Nearly twenty programs were so produced, several tackling the urban problems. Two of the best:

HELP WANTED, a WETA, Washington, D. C. production that looked at hard-core unemployment in a 90 minute probe that originated live from Washington, Philadelphia and Buffalo. A teenager from Philadelphia, a man in his late 20's in Buffalo, and a man over 45 in Washington, D.C. participated in the talk which was structured to (a) find out what it is like to be a member of the hard-core unemployed; (b) to see what business is doing to alleviate unemployment; and (c) to create a meaningful communications channel between businessmen and the unemployed.

TALKING BLACK pulled apart the ideas that bind and do not bind a black community with ghetto residents in Pittsburgh's "Hill" section, Boston's Roxbury District, and New York's Harlem responding to a trio of black reporters. Short films on the cities illustrated the discussions which centered on differences and similarities of the respective cultural structures.

The EEN has recently been granted \$300,000 for programming by the Ford Foundation. This grant permits a bit more flexibility in program plans.

At this reading, EEN plans on a regional public affairs one hour series on alternate Tuesdays beginning October 15th. There will be 16 to 20 programs in this series. In addition, 6 to 10 cultural events and hearings will be covered. On both series material for, by or about the Disadvantaged will be included.

EEN, a leader in interconnecting is making a real contribution to minority programming through its simultaneous delivery on up to 25 connected stations and through early tape delay on eight others.

CONTACT: John R. Morrison, Director of Programming

\* \* \* \*

Down in Florida, the State Department of Education has allocated \$6,400 to be divided among six ETV and six ER stations for purposes of Disadvantaged oriented programs.

WUSF Radio and Television, Tampa, reports plans for a two part series in which they hope to pull apart the racial "thing" in that city. The stations will compare the Florida of the travel posters with the Florida of the slums, of the poor, of the disadvantaged. They will explore the police-citizen relationships and station personnel will see first hand what's happening when they take night rides through the city. . . first with a black officer, then with a white. Program #1 will be this comparative analysis of the black-white syndromes.

Program #2 will be a follow-up with blacks, having viewed and heard the first show, opening up their thoughts to the problem. What has been done? What is accurate about the program? What is inaccurate and why? Can the white man ever tell it like it is? And so on. The two-parter doesn't expect to finalize answers. But maybe it will stir up questions that won't go away. And that's a start.

The stations do not have any blacks on their full time staffs, however many black students participate in the operations and programming on a part time basis.

And speaking of students, WUSF is active in the Upward Bound program for a second year. Disadvantaged kids (Puerto Rican, White and Black) spend time on the University of Southern Florida campus in a variety of summer projects. WUSF invites 10 to 20 down three nights a week to participate in a communications skills project designed just for them. Use of the equipment, writing, directing, announcing and producing are all taught and the students are urged to try themselves out on camera and mike.

The Upward Bound project at WUSF last 1 1/2 months. Hopefully, some of these kids will join WUSF staffs in the future; some are already showing real talent. The industry needs trained people, WUSF is sure some of the youngsters will find their niche in broadcasting as careers. That's the name of the game and educational broadcasting in Tampa is playing square.

CONTACT: William M. Brady, Radio Coordinator and Program Manager

\* \* \* \*

WETA, Washington, D.C. has been working on a jobs-oriented series since November. It's an interesting story to watch unfold because the format has changed as the station discovered it was over reaching its intended audience.

In the original series, a Moderator (black) handled a discussion format with various employers ranging across the job spectrum who would talk with viewers on a seven telephone hookup arrangement. The Moderator had a solid background in employment field. People with jobs to offer appeared and described the work. The program urged viewers to telephone for more information and to describe their own qualifications.

Sounds good so far. What happened? The particular jobs turned out to be primarily marked for skilled labor and for blue collar-white collar positions, in other words for people who already had a fair shake.

WETA wanted to get to the hard core, to reach the inner city residents who had not found their own "out", who felt they never would have a chance at decent employment.



The station was granted funds by the Ford Foundation to continue the job series under a new format. Titled "Jobs 26" (Channel 26), the series expanded to four 1/2 hour programs each week and will go for a total of 208 in the current project.

In the new version, there are two hosts: Petey Green, a Soul Brother who knows the ghettos first hand, who has a prison record, who has struggled himself to go straight in the White Man's world; and Dick McCormack, a White who has been in the movement for some time, doing a variety of things which include a stint with Sargent Shriver and the Office of Economic Opportunity. Green and McCormack work well together, complimenting each other in a lively, entertaining way.

A "Blackboard Girl" (black) urges viewers to phone in throughout the program. Her pitch is credited with really getting the calls in. Green, somewhat of an instant celebrity in the Washington inner city, talks the language of the ghettos. His sincerity can't be denied. He's been there. And back.

Guests who know the job scene are invited on the program. They come prepared to talk honestly, without reservation, to anyone who calls in.

A battery of phones are manned by volunteers who handle the calls that often light up the switchboard. Phoners are given the information requested, or urged to phone the appropriate number at their convenience... then encouraged to join in the job talk with Green and McCormack, sharing their own view and experiences.

It's not all serious. Humor finds its way into the series as the hosts spark each other, their guests and the phoners toward very human exchanges on job-hunting... an experience we can all relate to.

A part of the JOBS 26 project will be a follow-up study to be conducted by a research unit at George Washington University. Green and McCormack are still flexible with the format and are exploring the possibility of any change that further opens up the series to the inner city audience.

WETA is into re-runs of a successful series called ROUNABOUT, a 15 minute program twice each week with a Negro host who chats with a bi-racial group of pre-schoolers.

The station does more than talk about jobs for Blacks. On the staff: an Associate Producer, an Engineering Supervisor and a Secretary. The JOBS 26 staff is primarily black. In addition, three students from Howard University are part time employees.

WETA is also interested in training and has set up an exchange program with Howard. Two staff members teach various aspects of television on the campus. In return, a TV production class meets spends four hours each week



in the WETA studios practicing solving a variety of production problems.

WETA doesn't talk much. Don't be fooled. This is a station that is moving with the times and is a part of what's happening.

\* \* \* \*

NEXT WEEK:

WGBH, Boston, a real leader in this work, pushing out toward an incredible number of different horizons.

KCET, Los Angeles, coming on strong with a beautifully conceived and produced film about the "Watts Tower Theater Workshop."

WNBT, New York, now in the countdown on SOUL!, a late night entry to premiere in September with an emphasis on talk and entertainment aimed at the N. Y. area's two million Blacks.

WCNY, Syracuse, taking a remote unit into the inner city to find information and entertainment that hits the Black community.

WYES, New Orleans, busy with ARENA, a talk show that talks sense, plus half a dozen other Disadvantaged-oriented projects.

\* \* \* \*

It's a two way street according to Dr. Robert L. Hilliard, addressing the April Seventh Annual College Conference of the International Radio and Television Society:

"We... all of us... need the education that television and radio can provide. Just as we want the people inside the ghetto to learn, those of us outside of it have also got to be ready to learn. For the many of us who have been emotionally raised in a world of platitudinous beliefs and verbal rationalizations it isn't going to be easy. But in realistic terms, for those who can't see it from any other point of view, I suspect that it beats having to choose between hiding out forever in the crab grass or risking a hole in the head to visit the art museum in the center of the city."

*KEN - Are  
you familiar with  
this report. Perhaps  
you might discuss this with  
Mr. Stanley. mlynn  
8/30/68*


August 7, 1968

Dr. Robert Hilliard  
Chief, Educational Broadcasting Branch  
Federal Communications Commission  
1919 M Street, N. W.  
Washington, D. C. 20554

Dear Bob:

I've just today got around to reading the copy of your address to the Seventh Annual College Conference of the International Radio and Television Society. It is excellent, in fact it is one of the best, one of the most insightful analyses I have read anywhere of the nature of the ghetto problem, the ghetto child, and the role that communications might play in rehabilitation and the development of a two-way communication between these disconnected parts of our society.

I wish your talk had been given at one of our regional meetings or the national convention - not only because our people need to hear this, but because I think it was probably largely wasted on the audience you had for this occasion. Our people have the potential to do something and I'm glad to say - as you can see from the attached memoranda - that they are finally beginning to move.

 We will spend a good deal of time on the ghetto-communications topic at our national convention and, though I am not organizing this section and am not sure what plans have been made so far (our convention coordinator is in Europe at the moment), I certainly hope we can arrange to have you participate in some way in this important discussion.

Cordially yours,

WGH:lm  
Enc. 7

William G. Harley

August 2, 1968

Miss Jane Root  
WBAA, Purdue University  
Lafayette, Indiana

Dear Miss Root:

Thank you for your letter of July 30th expressing interest in the Urban Broadcasting Workshop. I am enclosing the brochure provided by the host institution, The American University. Should you need more detailed information, may I suggest you contact the following individual who, more than anyone else, has been responsible for the real success of the Workshop: Dr. Roger Penn, Associate Professor, The Urban Broadcasting Workshop, Communication Building, The American University, Washington, D. C. 20016

It is interesting to note that you too are weary of stating problems and are ready to seek solutions in regard to programming for the Disadvantaged. Stations all over America are reporting the same attitude and are doing something concrete about it.

Incidentally, my use of the term "Disadvantaged" is not reserved for blacks. The TV and Radio program reports that go out of my office each week tell of programs for, by and about disadvantaged Caucasians, Mexican-Americans, American Indians as well as Negroes. We are interested in "the people left behind" and that is not the exclusive compound of Negroes.

I would be very interested to know what WBAA is doing in this area of programming. Would you be kind enough to drop me a note to this effect?

Sincerely,

Kenneth R. Clark  
Project Director

KRC:lh  
Enclosure

70 Fifth Avenue  
New York, N.Y. 10011  
OR 5-2536, OR 5-2700

NEW SCHOOL FOR SOCIAL RESEARCH  
CENTER FOR NEW YORK CITY AFFAIRS

August 2, 1968

Mr. Kenneth R. Clark  
Project Director  
N.A.E.B.  
1346 Connecticut Avenue, N. W.  
Washington, D. C. 20036

Dear Mr. Clark:

Mr. Horton is very grateful to you for seeing that  
he receives reports pertinent to the Media Project  
here. "Voice of the Ghetto" and "Fifth Report on  
Programming for the Disadvantaged" arrived this  
morning and he is looking forward to studying them.

Thank you for your continuing help.

Very truly yours,

*(ms.) Susan S. Horton*  
Susan S. Horton  
Secretary to Mr. Horton

SH

Copy to Mr. Chalmers H. Marquis



August 2, 1968

Mr. Martin Gal  
Producer, Assignment Ten  
WMSB-TV  
Michigan State University  
East Lansing, Michigan

Dear Marty:

Sorry I couldn't get back to you by phone as promised. But let me react on paper, then if you want to call we can take it from there.

These are only one man's reactions; I hope they are useful.

First of all, the idea. It is a good one...if the scripts are well written and produced. Who is writing? Will the writer be paid? You didn't suggest that he would be when we talked early this week. But a good writer who can research the problem, understand, and tell the story in narration and dialogue forms with humor and perception...that takes talent that usually doesn't come cheap.

Is your budget of \$2,000 per show too high? (Unless you include the services of a professional writer.) I appreciate all the values of hiring your acting company from the ghetto...but these are not pro performers; do they deserve pro salaries...at least that's how the foundations will view it. You're not even going after local amateurs with some experience...If I understand the idea, you want to have the people themselves tell it like it is, only in role playing form. Great idea if you can bring it off, but still these people are not trained actors; there is little justification for paying them as such.

On the presentation itself, I find it rambles. I get lost between what materials go into the TV production and what materials are reserved for the coffee discussions which follow. Again, the foundation intellect is geared for brief, concise presentations which tell their story simply, clearly. Go back to a basic outline and stick to it. Put things in easily identified categories; it makes reading a helluva lot more enjoyable.

How about a sample script? Semi-scripted... o.k. But don't potential backers need something more concrete to put their money on? (I'm sure you know more about this than I do, but that's the way it seems to me).

And where is the budget breakdown. I think if I was Joe Foundation, I'd be willing to give my attention to this project once... and I'd be irritated if it didn't tell me quite clearly what it would cost me.

Watch your wording and remember your readers. On A-3 you suggest the shows can be previewed by social agencies who will then be better equipped to "handle their clients on a new basis." Something tells me the social agency types won't look at it that way at all. If anything, I'd suspect they'd be anti-series to begin with... but even more so if you tell them you're going to equip them to do their jobs better.

Do you really have to pay a social scientist to analyze the series? In this case would it be inappropriate to get the MSU Department of Sociology (or some more appropriate department) to co-sponsor the series and provide this kind of expertise free of charge? (They might even welcome such an arrangement... and end up using the series as a teaching tool for their own students).

If I read you correctly, you would plan on five shows each week. An incredible undertaking if done with amateurs. What is the value of trying for so much all at once? I think you are building in an insurmountable problem for yourself, the station and the participants.

What makes you so sure members of the "other community" will likely come forth to help the cause after viewing the series? I'm sorry, but what's in it for them? Assuming they watch the shows (and that is a big if) are you that confident of their reaction that you'd include your prognostication in a proposal such as this?

Do I understand you correctly that part of the shows expenses will cover the coffee hours in various neighborhoods. Perhaps I misread. But if that is your intention, is it likely any foundation or sponsor would accept that? I think paying for the series and paying for the coffee are two very different things and should be handled separately. Getting free cups and coffee shouldn't be difficult... but don't ask the series backer to do it... unless he happens to be a coffee maker.

I suggest you keep yourself off the Advisory Panel.

a. You are probably not an expert in the field of social welfare.

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- b. WMSB will offer its own expertise (through you) and facilities... and promotion... and that's enough, isn't it? Also, by staying out of the Advisory Group, you keep the station off the hook in terms of a certain kind of criticism.

This doesn't mean you aren't involved. You can be, really, in all phases. But why be obvious where it cannot help and might even be damaging.

Not even knowing the members of the Advisory Group, I find I am not very impressed. I don't know who else should be there... but the group suggests a tight knit collection of activists who have been heard from many times before and who, without less obvious members in their group, could antagonize by their very non-objective personal persuasion.

On approaching possible local sponsors for a "public service grant", I think the idea should be gotten across that they are helping fellow citizens to help themselves... to get off the welfare roles... and ultimately to campaign themselves for themselves.

Of course, these are all small, nit-picking observations. You asked for comments and there they are. The important thing, however is that the idea itself is so strong. Watch the program reports... others are getting into the welfare recipient angle too. No one is handling it like WMSB, though. I think your approach is fresh, obviously dedicated, and calculated to do tremendous good. How great it must be for the ADC women to be treated like human beings. Your attitude alone has to be making a contribution. I hope your series goes. I think you've plugged into something important.

There are no funds available through NAEB sources at this time. What many stations have already done is get their proposals ready and submitted against the day when Congress will authorize expenditures for the Corporation for Public Broadcasting. You might want to consider that approach for this or future ideas. If interested, the following address could be useful: Mr. Frank Pace, President, International Executive Service Corporation, 545 Madison Avenue, New York, New York.

Frank Pace is the Chairman of the Corporation for Public Broadcasting and will be involved in the allocation of program funds when they finally become available. His office could give you any information you need along these lines.

Incidentally, I hope you can get to the convention this year as some sessions will be devoted to how stations can apply for funding. Should be useful.



Martin Gal

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August 2, 1968

Marty, I have the feeling I've rambled, but I think there is some logic to the reactions. Best of luck with the series; You are doing good things out there. Keep it up.

Regards,

Kenneth R. Clark  
Project Director

KRC:lh





# National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 Connecticut Avenue N.W. Washington D.C. 20036 Telephone 667-6000

EXECUTIVE DIRECTOR  
ROBERT A. MOTT

August 1, 1968

## Second Report, Radio Programs for the Disadvantaged Ken Clark, Project Director

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AFTER 100 YEARS OF SHOUTING THROUGH EMPTY CORRIDORS....LISTENERS!  
That's what this second report is mainly about.  
WBUR, WAMU, and WKAR decidedly on the train.

Boston University's WBUR has plugged into an idea that dominates the station's activities seven days a week. The project: THE DRUM, a nightly program across the board from 8:00 - 9:30 PM.

Here is a little history. Recognizing that many good intentions of many stations have strayed toward failure because of lack of essential contacts in the black community, WBUR restructured its own traditional thought. Again and again, residents of Roxbury, the "inner city" of Boston have heard talk, talk, talk about themselves and about what turned out to be imaginary ideas for improvement of their situation.

WBUR was determined to go beyond the talk stage. The station connected with William Gibson, Negro attorney on the Law Faculty of Boston University who agreed to try to help make meaningful contacts in Roxbury. A steering committee of black leaders was formed.

What was the gap WBUR was trying to fill? Local commercial station WILD, primarily oriented to black listeners signs off in the early evening. WBUR was concerned that radio communication for Roxbury community had to have a continuous channel of instantaneous communications, "not only for black people to communicate with each other, but also with the white establishment."

WBUR offered station time, facilities and its own expertise to get something going. The steering committee came back with a program concept that included a telephone talk segment (with guest experts in the studio), broadcasts and reviews of concerts and other community cultural events; interviews, live and taped with community leaders; record shows, and information on job and housing opportunities.

Two of WILD's black D.J.'s, Jimmy Byrd and Chuck Core, along with Negro newsman Bill Slater of Group W's WBZ were signed on for pay to serve as anchor men of the new series. (Please note: these

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gentlemen work for WBUR after their regular jobs are finished each day. Note further that WBUR insists on paying for these services...it isn't much, but the station doesn't subscribe to the old idea of conning talent into free labor "for the good of the cause"...a notion that has too long degraded both educational radio and television).

WILD promotes THE DRUM frequently and with real impact for its own listeners, who then change frequency on their home receivers ... reports indicate that the switch-over is effortless and not the least bit confusing. (Does this give any of the rest of you ideas? It should.)

The series has been described as "a station within a station." And that concept suggests an out for those of you who are trying to set up a ghetto satellite but can't find funds. Maybe the answer is too easy, perhaps it doesn't solve the complete problem. But it is a start, and if THE DRUM is any sort of criterion, it's a pretty good start.

I asked Will Lewis, Station Manager, and Russ Raycroft, backstage guiding hand for the series, if they were moving toward a wholly black production unit. The Steering Committee is all black; the anchor men are black; two communications trainees assigned to the series are black. The answer is "NO." The committee itself prefers an integrated team, although the emphasis in assigning producers, reporters and writers will be black.

What about feedback? Does the Roxbury community care? Does it bother to listen? Affirmative. Letters, telephone calls, comments from the street indicate THE DRUM is hitting home because the black listeners recognize it as their own thing. One woman, a black resident of Roxbury and owner of a beauty shop says THE DRUM is mentioned again and again by her customers. They're listening all right.

WBUR decided that to get at the roots of the ghetto communications had to be firmly hooked up and maintained (intellectual, psychological and social communications lines). Who should do that kind of work? WBUR thought it was elementary that the burden falls to the communicators themselves.

THE DRUM is only a small part of WBUR's swinging move into the urban mainstream. You'll hear more.

CONTACT: Will Lewis, General Manager

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WAMU, Washington D. C.: Once in awhile a series comes along that soars; by content, format, and production such a series is set apart. THE VOICES OF POVERTY, produced each week evening by WAMU, and in continuous production since May of this year is that kind of show.

The producers and reporters have gone to the inner city of Washington, D. C. to talk with poor Americans who live every day with problems of low income, inadequate housing, unemployment and frustration. They also talked to community leaders who are trying to do something about those problems.

What the series does best is allow a channel of open expression for ghetto residents. One of the most awful things about being poor is the helpless feeling that you've been left behind by society...discarded...shut out...no one wants to hear your voice. And that's low. When your urgent thoughts are considered so irrelevant by everyone else. THE VOICES OF POVERTY roars through the night, attacking man's inhumanity to man with the broadcaster's best tool: honesty.

Interviews with and addresses by Carl Stokes, Mayor of Cleveland; Reies Tijerina, spokesman for Mexican Americans; Rev. Ralph Abernathy; Hosea Williams and Sterling Tucker underscore the poor peoples' plight with predictable articulateness. It is good stuff.

But then listen to the "nobodies" talk about growing up in D. C., working there, being on welfare there; trying to live like a man there when the system has historically said that was impossible for a black man.

THE VOICES OF POVERTY tells a straight story as viewed by its four producers, three black, one white. The series is available to other Eastern and NERN radio stations.

WAMU, not so incidentally, has two black production assistants and two black engineers on its staff. Roger Penn, General Manager of the station believes in radio broadcasters getting into this thing because they have the resources to make a rich and informed contribution...if only they will...and because they aren't doing their job if access to the public air waves is denied that public which is poor.

Beyond the station's policy of programming for the Disadvantaged, consider the Urban Broadcasting Workshop. This is a joint university-industry project sparked and supported by WAMU of the American University, and also supported by WGMS-AM-FM, RKO General Inc.; WRC-AM-FM-TV, National Broadcasting Co.; WTOP-AM-FM-TV, Post-Newsweek Stations; WTTG-TV, Metromedia Inc.; and WWDC-AM-FM, AVCO Broadcasting Corp.



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This year, the month long program provides instruction five days each week for twenty students, most of them black. These kids were carefully screened first by their high schools and then by the Workshop administrators. They are all high school students who have just finished their Junior year. Those who show real promise in communications skills, and who in turn show a sincere interest in our industry, are encouraged and followed up through their Senior Year. Summer jobs are found when possible. Guidance and counselling personnel help chart a university or technical training program and look for scholarships. And when it finally comes to job hiring...there will be help enough.

The Broadcasting Workshop is a new idea in that it was conceived as a way of finding bright kids from black neighborhoods who can work their own way toward careers in broadcasting with someone from the "Establishment"...who is concerned...in their corner. Little things count. Last year, it was discovered several of the students weren't eating lunch. Why? They didn't have the money. Any money. At least none they dared spend on such a luxury as mid-day meal. The Workshop thereafter bought lunches. Transportation is another stickler. No funds this year, but it is being looked into because a couple of drop-out experiences proved that some good people couldn't make it because of bus fare. Incentives to learn. The Workshop approach is one of deep concern, for the individual student, his education, his future employment. If bus fares and lunches are part of the bag...then that's what's happening at WAMU.

The D. C. SCHOOLS EMERGENCY INFORMATION NETWORK is also a WAMU project. It provides a temporary, inexpensive, rapid means of communication between school authorities in urban Washington.

During the riots last April, the Superintendent of Schools for the District found that in some cases he had to wait several hours to make telephone contact with certain schools. How to solve the problem? A permanent, open line was installed between WAMU-FM and the Superintendent's office. All schools already had radio receivers which were reassigned to an administrative office for purposes of the system.

WAMU is ready to interrupt its own schedule at any time in order to activate an emergency announcement by the Superintendent. Detailed explanations of how the system works, plus regular, periodic testing, makes the plan a viable and valuable system of communications.

Any of you managers or program personnel who are sitting around idly wondering how on earth your station can relate to the Disadvantaged, might consider WAMU's self-definition of "public service."

CONTACT: Roger Penn, General Manager

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WKAR-AM-FM, East Lansing: The stations discovered an interesting thing a couple of months ago. Conventional news outlets in Lansing-East Lansing and surrounding areas were not covering the efforts of the Michigan poor to campaign locally and nationally to raise money for legislative petitions or to facilitate communication between the poor of the community and the remainder of the community.

That seemed serious enough. But then they learned that neither newspapers nor the broadcast stations in the mid-Michigan area covered any news or efforts of the Disadvantaged. Crazy? Of Course, but there it was. Stifled voices of the weak and helpless...its an old story. To the poor who want to be heard it doesn't much matter whether it is malicious stifling, apathetic stifling or even benevolent stifling. At least WKAR thought so. Then they set out to do something about it.

Contacts were made with spokesmen for the Disadvantaged to determine just which way programming ought to go to do the most good. Poor housing, unemployment, incentive, health, welfare... these were all useful topics to go after.

WKAR decided on the Mexican-American community as the prime listening target. One-half hour per week is devoted to a variety of discussions, interviews, and talks with spokesmen for the poor and the poor themselves. Among other subjects treated by the series so far are (1) Health, including frank talks about VD and the infant mortality rate; (2) the Welfare Department's decision to move out of the poverty pocket to the edge of Lansing into a new and beautiful complex of government buildings...neglecting the fact that those on the Welfare rolls don't have time or money to take the two hour bus trip each week; (3) a two-part examination of three labor camps in the area with the Mexican-American migrants telling their own story.

The series, produced by Steve Meuche, is low key; it is not intended to be sensational. But the audience is coming alive. As one man recently said, "For the first time we have the opportunity to say something with the knowledge that we'll be heard!" No big deal for those of us who have had no trouble communicating. But for those listeners of WKAR who have never had a "voice" the series is opening up a world.

In the mill is a proposal, now under foundation consideration, to do a year long series designed for and produced by the Spanish-speaking Americans in the WKAR listening area.

WKAR has found a common meeting ground with the Spanish-speaking in the Cristo Rey Community Center, a program of the

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Lansing Diocese of the Roman Catholic Church which provides aid to the newly arrived migrant and other poor. The Center has a story worth listening to, much of it brand new in the fields of housing services, a credit union, and dental and baby clinics.

If funded appropriately, WKAR expects to hire announcers, writers and other talent from the Mexican-American community itself ...the series will be exclusively in Spanish. One full time paid member of that community will be taken on the WKAR staff as a production assistant trainee and will work closely with the series.

The project may have to be curtailed to some degree should external funding fail to materialize. But WKAR staff members are determined to get the series on the air one way or the other. It's their community...they share the problem...they feel a responsibility to do something about it.

No, the black man is not being ignored. About a third of the current series is devoted to the black issues. Black spokesmen are encouraged to think of WKAR as an outlet. And two black students at Michigan State are planning productions on the station this Fall. If the emphasis seems to be more on the Mexican-American story at the moment, it's a reflection of the time and temper of the Lansing area. WKAR is on top of what is urgent there...now.

CONTACT: Richard Estell, Manager

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NEXT WEEK: WPLN, Nashville: In the movement since 1962, station officials say their fully integrated staff is a real advantage in programming for the Disadvantaged.

WAUP, Akron: Planning a documentary on the "white ghetto" along with a variety of other urban core-oriented series.

WHA, Madison: A state-wide operation that included TV, "The Inner Core" series wailed on such issues as housing, prejudice, segregated education, soul music, police, Dick Gregory and rats as neighbors.

KBPS, Portland: Discovering an "in" language used by disadvantaged kids in creative writing ...understandable to other children, but hard for adults to follow.

September 11, 1968

Mr. Richard J. Meyer  
WNDT  
304 West 58th Street  
New York, New York 10019

Dear Richie:

Regarding your invitation, at present other matters dictate that I be here in Washington during that period. However, Ken Clark and I confer almost daily and you may be sure he represents my views.

Of major concern to us is the kind of assistance this organization can provide over the long run to the stations. It's going to be enormously important for your people to study carefully the services that have been provided essentially by Ken Clark in the last several months with a view to recommending whether or not we should seek funding to continue them. Needless to say, I am very much encouraged, but I'd like the depth reports of your committee. These would be useful in seeking funds necessary to continue.

I hope you have an excellent meeting, as I am sure you will.

Best regards,

Chalmers H. Marquis

CHM/bb

cc: Mr. Kenneth Clark